

OU planning to set up mini-university

by Maggie Richards

Plans are being made for the Open University to embark on a major new development, involving the establishment of a mini-university taking both A-level entrants and mature students, and using distance teaching materials in conjunction with conventional university teaching methods.

Discussions about the project are being held with the Department of Education and Science, which has agreed that while the proposals are still at a "tentative" stage, the idea is worth pursuing.

The plan is to take over the Milton Keynes College of Education, a purpose-built teacher training college with residential accommodation established in the early 1970s, and axed by Mrs Williams as part of the cutback in teacher training.

During its brief lifespan the college offered students the opportunity to take the Open University's BA degree alongside their teacher training studies. Latterly students were able to obtain their Open University degrees after three years' study, and to continue at the college for a fourth year to take honours. The college was the only teacher training establishment in the country to have such an arrangement with the Open University.

Under the new scheme the college would admit 120 full-time students each year to study for the Open University BA degree. Most, according to the university, would be conventional school leavers with A-level qualifications, but it is also envisaged that some places would be reserved for mature students who had completed some studies with the Open University.

Students would use Open Uni-

versity material but would receive additional tuition from staff at the college who would be responsible for the organization of courses.

The intention is to start the scheme in 1981, with the college aligned to the Open University year (January to December) rather than to the academic year. Talks are now taking place between senior staff at the Open University and officials from the Buckinghamshire education authority.

Several years ago the Open University experimented with the use of its materials on a distance learning basis for the under 21s, but the project was abandoned. More recently, discussion took place with representatives of a former teacher training college near Bristol about the use of the premises as a residential centre for Open University students, but no settlement was reached.

A spokesman for the university

said this week: "There have been discussions about the setting up of some higher education institution in Milton Keynes since the 1960s, given the fact that the college is closing and its proximity to the university things began to come together."

One of the main reasons for the development, he explained, was the increasing interest in OU methods coming from overseas and particularly from developing nations.

An insistence upon A-level qualifications was necessary in order to obtain mandatory grants for students.

Some consultations had already taken place with other universities about the new development, the spokesman said.

Sir Walter Perry, vice-chancellor of the Open University, has hailed the development as "an exciting prospect".

Technicians work to rule over pay

University technicians have been working to rule in pursuit of a 40 per cent pay claim which includes action under the Employment Protection Act to rectify anomalies in the salary structure.

The Universities Council of the Teaching Staff and the Association of Scientific, Technical and Clerical Staffs have agreed to adjourn their negotiations until further notice.

Both sides are anxious to see anything but come of Government talks with the Trades Union Congress and the employers over a policy and are also deferring action until the Central Arbitration Committee hears the anomaly case on December 1.

The 13,000 technicians have claimed under Schedule II of the Act that they are paid less than workers doing similar jobs outside the universities.

Mr Jack Butterworth, chairman of the UCUS, said the situation was very confused as the CAC did not meet early enough to decide if the anomaly was such in the widest sense of the Government's pay policy. It had been made clear that the Government was prepared to recognise few anomalies.

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Polys claim CNAAs validation costs them £6m a year

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Local Tories grow hearts of Oakes

by Peter David

Government undertakings to strengthen local government powers on the proposed new Oakes body for public sector higher education appear this week to have persuaded Conservative local authority leaders to back legislation on the Oakes report in defiance of their colleagues in Parliament.

At a meeting last week Mr Oakes, Minister of State at the DES, told leaders of the Tory-controlled local authority associations that the Government was likely to agree to substantial changes in the constitution of the national body proposed in his report in May.

The key change will be the removal of a requirement that local authority representatives on the national body be unanimous before exercising their "veto"—a special reserved power enabling them to refer a contentious issue for decision outside the national body in consultation with the Secretary of State. When details of the constitution are unveiled after the introduction of legislation the local authorities expect to find they can exercise the veto on a simple majority.

A second concession by the Government makes it likely that the number of local authority members on the national body will be considerably greater than the nine suggested in the original report. It has always been understood that another local government member or officer would be included among the members nominated by the Secretary of State, but Mr Oakes has now indicated that up to three local government people could be added through this device.

Mr John Hovell, chairman of the education committee of the Association of County Councils, refused to confirm this week that the Government concessions had been firmly offered, but he "had reason to believe our representations fell on sympathetic ears and to provide what is totally necessary."

"Sometimes we ourselves know we are getting more information than we want," he said. "We accept there are points made by Dr Tolley which merit full consideration within the council and institutions."

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RC in urgent need of more money

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Final payment for degree-£1

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Debt rules criticised

by John O'Leary

The attempt by students at Brunel University to challenge the practice of withholding degrees from those in debt to the university ended in failure this week. Lord Hallam, the Visitor, found in a lengthy judgment that the senate had the right to do this, and that it was not an unreasonable power.

However, Lord Hallam was critical of the way the university operated the regulations and recommended the establishment of an independent tribunal to examine similar cases in future. "I do not find this method of procedure either business-like or satisfactory," he said.

The students' action in cutting in the Visitor for the first time was based on a particular case, which was not discussed because it was agreed to settle the matter informally. Lord Hallam said he was far from satisfied that the student in question, Mr Christopher Drummond, whose degree was withheld when he refused to pay part of the rent for his university flat, did not have a case in natural justice.

He also advised the university to examine its procedures for the awarding of degrees after hearing Mr Drummond's name had been removed from the list of graduates by the academic registrar. This action did not accord with the constitution, he said, and placed the academic registrar in an invidious position, particularly since there was apparently no document recording the decision.

The students' union, which initiated the day-long hearing, said it was naturally disappointed that Lord Hallam's conclusion would continue in its efforts to have the relevant ordinances removed. If Mr Drummond's case was not satisfactorily resolved, the union would submit a new petition on his behalf.

Early next week a Labour Party policy committee decided to send a deputation to the Chancellor of the Exchequer, comprising Mrs Joan Lester MP, chairman of the National Executive Committee Education Committee, Mr Frank Aldred MP and Mr Eric Heffer to persuade Mr Hovell to press for a mandatory scheme.

Mrs Joan Lester commenting on the Queen's Speech, pointed out that the absence of legislation was perpetuating an unfair grants system and convicting a large proportion of 16-19 year olds either to take up jobs without training or to join an already scandalous dole queue.

The dismissal of a mandatory scheme is also bound to anger the TUC which has been pressing for it as part of a major commitment to a universal system of education and training opportunities for all young people.

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University teachers speak Gloom falls on Euro-science against N and F levels

by Ngaino Creguer

University teachers in faculties of science, engineering and medicine have come out against the Science Councils proposals for N and F levels examinations.

They say the proposals, if adopted, would lead to fewer highly-trained scientists, doctors and engineers, they would reduce the range of career options for sixth-formers and they would create difficulties for teachers who would have to teach simultaneously at different levels.

Representatives from 63 faculties of science, engineering and medicine in universities in England, Wales and Northern Ireland made a statement criticising the proposals after a meeting at Imperial College, London.

They point out in their statement that the N and F scheme was devised on the assumption that university degree courses would be unchanged in length and that teaching time in schools for each subject would be reduced. "The proposals have particularly serious implications for the teaching of science, medicine and engineering in the universities, and a substantial majority of university teachers in those areas regard the 3N/2F pattern with very grave misgivings. . . . We believe that the country needs highly-trained scientists, doctors and engineers if it is to survive, and we believe that if the 3N/2F pattern is adopted, it will no longer get them in sufficient numbers."

They say that proposals fall as

preparation work for university work. The N level would be an inadequate basis for further work in most science subjects, or in engineering. Students would only be able to complete an honours degree in three years if they had good F level grades and then only if the F level syllabus conformed closely to a specified core of material.

With restrictive entry requirements the numbers of suitably qualified candidates coming forward would be curtailed. If, to make up the deficiency, candidates with only N levels in the relevant subjects were accepted, then students would not be taught in the same time as now and graduates would not be comparable with those from EEC countries.

The new pattern would reduce the range of career options open to sixth-formers, say the teachers. "The student's options would be closed, or seriously curtailed, two years earlier than they need be at present. We would regard this as a lamentably retrograde step."

They also say that all but the best and most dedicated teachers would have difficulty in teaching simultaneously at two different levels. "The whole N/F concept represents an uneasy compromise between breadth and depth: if N level tries to meet the needs both of the specialist (for whom it is a starting point) and of the non-specialist (for whom it is an end point), it will meet the needs of neither."

The gloomy future facing Western science and research, which is being starved of fresh young talent, was given firm emphasis at the annual assembly of the European Science Foundation in Strasbourg last week.

The dismal picture was reinforced by this year's guest lecturer, Professor Leon Van Hove, who warned that a future without proper science was fraught with danger. "The main power of man in a hostile world is not physical strength. Our real strength lies in our thirst for knowledge and our research capability," stated Professor Van Hove, the research director general of the European Organisation for Nuclear Research.

He emphasized that continuing healthy basic research was vital to technology and science.

But the future in this area was far from encouraging, warned the president, Sir Brian Flowers. Young people were increasingly being discouraged from taking up university posts because of poor employment prospects. This was blamed on age trends and scanty educational budgets.

"If we are to avoid sinking into mediocrity, we must recognize that real talent has to be carefully fostered and generously nurtured," he emphasized. In particular, he proposed that each year in individual countries so there would be constant influxes of fresh talent into research.

However, despite these chilling warnings, a number of moves were agreed by the Foundation. In particular, it was decided to set up a special standing committee on space research to begin operations on January 1, it will replace the present ad hoc committee, chaired by Sir Harrie Massey of the Royal Society.

The new body will have two main functions. Firstly, it will review the balance of national involvement in European space science and the content levels of basic research. Secondly, it will serve as a counterpoint to the space science board of the United States National Academy of Science and will put forward the views of Europeans on projects involving European and United States space committees.

It is also expected that the new committee will give general opinions and present broad guidelines on the future activities of the European Space Agency.

One major policy trend which could be discerned at the assembly was the Foundation's increasing reliance on additional activities. Instead of receiving cash from its meagre £1m budget, these new projects will be funded only by countries interested in them.

This extra cash will be given on top of countries' donations to the budget and in future many activities will be financed in this way.

One of the first additional activities agreed this year, was the decision to set up a fund to complete the present feasibility study being undertaken for a new synchrotron radiation machine. This twice would produce high-energy X-rays for a variety of disciplines and would help to keep Europe's lead in the field over the United States, Russia and Japan.

Peace success for students

by John O'Leary

Meetings held this week at the 12 major colleges in Northern Ireland signalled the start of a new campaign by the National Union of Students in support of efforts to bring peace to the province.

At the meetings a delegation of four led by Mr Trevor Phillips, NUS president, delivered a message of support from 46,000 students in England, Scotland and Wales, backing the Peace Initiative and Progress Campaign being run by Irish students. This calls for a bill of civil rights, an end to violence and a programme of "social reconstruction" by the British Government.

It is hoped that the four-day visit, which ended yesterday, will help to bring students in Great Britain and Ireland closer together. This exercise began last week when seven students and a trade unionist from Ulster visited more than 50 colleges in England and Scotland describing life in the province.

A statement from NUS this week listed two early successes for the campaign. First, a twinning arrangement was signed between the student unions of Protestant Stranmillis College of Education, Belfast, and the Catholic La Sainte Collette, Southampton, which may lead to a similar agreement between the college authorities. And later a meeting took place between students from Stranmillis and colleagues from St Joseph's and St Mary's, Belfast's Catholic male and female tertiary training colleges, for discussions on integrated education.

The only sour note of the early part of the campaign was the temporary detention of the two students who addressed meetings in Scotland. Mr Alan Christie, deputy president of NUS, has written to Mr Scotland's Home Secretary, asking him to investigate the incidents, which occurred at Belfast and Manchester airports. "It is quite intolerable that students representing the national union should be treated in this way," he said. "It has now become a regular occurrence."

Colleges could solve problems

Development of education opportunities for mature students based on colleges of further and higher education could be a solution to the main problems facing further education and society in the 1990s, Mr John Coffey, consultant to the National Educational Technology Unit, said last week.

Speaking at Manchester Polytechnic on an open learning system in continuing education at a conference organised by CET and the polytechnic, Mr Coffey said he believed this could help both in filling the increased number of student places available and in coping with the various types of unemployment, job stability and increased leisure.

He pointed to three groups who formed potential adult students: the socially disadvantaged, the whose primary interest in education was social and those with a vocational purpose.

It was difficult to predict the level of demand but he believed that there was a high potential as shown first by the increasing number of women over 21 attending courses of further and higher education. Secondly, by the number of school leavers, in 1972 amounting to 10 per cent, who went directly into work without training or release. These were now adults in need of a survey published by the Centre for Research into Higher Education has revealed.

Long reclassification are Cambridgeshire, Essex, Essex, St Andrews universities, the London School of Economics and King's College. It was applied to Hatfield, Liverpool, North Staffordshire and Sheffield polytechnics. Eleven universities and the London University colleges in polytechnics provided no men over 21 attending courses of further and higher education. In 1972 amounting to 10 per cent, who went directly into work without training or release. These were now adults in need of a survey published by the Centre for Research into Higher Education has revealed.

Staff development files kept secret

by Maria Santinelli

Positions of concern to all staff in higher education.

Some of those unable to assist informed us officially or privately that they had been directed by superiors or committees not to answer the questionnaire nor to release documents on sensitive topics such as promotions systems," the authors said.

The purpose of their latest analysis was to see to what extent staff development policies had been formulated, openly discussed, approved and made public since the previous survey. It also aimed at giving people in higher education an opportunity to benefit from the experience of others in devising policies for staff development.

The authors' findings, based on replies from 40 universities and 20 polytechnics, show that policies for staff development can now be regarded as integral parts of staff development policy. Yet coherent policies on staff development approved by universities and polytechnics are still rare. And although implicit policies do exist these are not available for the staff affected by them to recognize.

They point out that although the official responsibility for policy initiation lies mostly with Senate/academic bodies and committees, in reality groups or individuals in key positions are the catalysts. The authors recommend that if individual staff and their institutions are to achieve the mutually supportive aims of staff development, these people must be given enhanced status and improved budgets.

On the three aspects of probation, promotion and staff development leave, the authors found a confused situation, varying between universities and polytechnics, created by the lack of real guidelines for staff. They recommend that an immediate improvement in the staff development of non teaching staff—currently the poor relations of the system—should be sought if institutions and individuals are to maximize the opportunities presented to them by decreased mobility.

In their pointers for the future, the authors advise institutions seriously to consider professional development as an answer to changing institutional perspectives facing institutions though changes in the economic climate, different patterns of social needs and student demand.

"It is after all realistic to recognize that institutional needs may be fostered through the aspirations and self interest of individuals," they say. "But attempts at reaching this path must be treated seriously in terms of institutional involvement and financial support."

London polys ask for more

Higher education would be under very severe strain without the material and moral support of students' families, said Dr Alwyn Williams, Principal of Glasgow University, in a graduation speech.

Dr Williams said that one university student in 10 lived at home in England and Wales compared with four in 10 in Scotland. Two-thirds of the students at Glasgow University lived at home.

Referring to a recent inquiry by the Parliamentary Public Accounts Committee into the question of home-based students, Dr Williams said: "Any inquiry into the cost of home-based students must surely acknowledge the extraordinary sacrifices made by the families concerned, and the special responsibilities of universities with a high proportion of such students."

"In Glasgow, where three-fifths of all habitations are municipally owned and may house as many as 10 persons even if they consist of only five rooms, the problem is especially acute."

"This university is well aware of its own deficiencies in such amenities and looks to the Government to help us to redress them, especially since they threaten to become even greater in the future."

Dr Williams said that Glasgow was proud of its historic connections with local schools and its place in the local community.

Policy changed on sit-ins

Thames Polytechnic is thinking again about its policy of closing down in the event of a student occupation. The polytechnic's academic council has decided that a democratic council is needed and a student/staff/administration working party is to report on all the options open.

Students occupied Thames earlier this year in protest at overseas student intake quotas and the polytechnic was closed for nearly three weeks.

The policy of withdrawing academic and administrative staff from buildings if students began occupation was formulated in 1973.

Family support 'essential'

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Education 'hit hardest' in RSG cutbacks

Education is the first thing to be cut when Government support for local authorities is reduced, a study published this week says.

The authorities' worst treated over the distribution of the rate support grant tend to cut back on education more readily than spending on other services, according to Mr Tony Travers of the Centre for Institutional Studies at North East London polytechnic.

The report is published a week before the 1979/1980 rate support grant is announced.

Commenting on the way authorities such as the shire counties, which have lost out in the RSG distribution in recent years, have shifted their balance of spending away from education, Mr Travers says: "Mr Healey, Mr Shore and Mrs Williams should be aware of this effect as the RSG package for 1979/1980 is fixed."

It is simply that, as an authority's grant is reduced in real terms, education services tend to be cut first. Cuts in the public sector borrowing requirement are cuts in the quality of education.

Education is shown to have fallen as a proportion of local authorities' "relevant expenditure"—the expenditure on which the RSG is based. It has slipped from 53.8 per cent in 1972/1973 to 42.5 per cent of relevant expenditure in 1978.

The tendency has been for the shire counties, who have lost out to London and the metropolitan authorities in terms of Government rate support, to reduce the proportion they spend on education.



Prince Philip, chancellor of Edinburgh University, congratulates Professor Michael Oliver on his appointment as the first holder of the Duke of Edinburgh chair of cardiology.

Hampson pinpoints paradox in '1990s' debate

Polytechnics are better placed than universities to develop part-time, subdegree and practical courses as part of a system of recurrent education, according to Dr Keith Hampson, MP, vice-chairman of the Conservative Parliamentary education committee last graduating students at Trent Polytechnic this week that Government plans for higher education, outlined in the 1990s, were wrong to worry about the collapse of demand by 18-year-olds.

The social and economic explosion brought about by electronic microprocessors would fuel demand for education from adults who needed new skills. "It is a daunting thought at a time when the educational debate is becoming focused, to the point of obsession, on the falling birthrate that the 24-44 year age group will go on steadily increasing, year after year, until the year 2000."

To cope with the aging of the population, Dr Hampson said, the Government would have to accept that education, even up to degree level, could not suffice for life.

"This is where, in the vision of a recurrent educational pattern, the polytechnics can make a key contribution. They, rather than the universities, are in the best position to provide part-time, sub-degree and practical courses."

Payment solution proposed for volunteer service shortage

by Patricia Santinelli

Vice-chancellors, college principals and admission tutors are attracted for not promoting participation in volunteer work before higher education by Mr Alec Dickson, honorary director of Community Service Volunteers in his introduction to the CSV annual report published this week.

"They remain silent when at no cost or trouble they could so easily indicate that their things being equal, greatly coveted places will go to those candidates who have widened their understanding of life by accepting responsibility for the needs of others rather than those who have just amassed the required number of A levels," he said.

Mr Dickson believes that they are partly to blame for the decreasing number of sixth-formers now finding their way to CSV. Altogether 1,500 volunteers contributed to 645 projects during the last year, of those 542 had completed their secondary education, 283 were graduates and some 112 had undertaken other tertiary education. In total they completed 32,588 volunteer weeks of voluntary service, 77 weeks more than in 1976/77.

Mr Dickson is convinced that a great improvement in recruitment would result if fair remuneration based, for example, on students' grants or on that given to young people in the Manpower Services

Programme, was given to volunteers.

"Some manifestation of affirmative action to redress the discrimination against this minority would be timely," he says. "Implementation of Model D of the Government's paper on Higher Education into the 1990s might do as a start."

Casting the Manpower Services Commission for their "Stop-Go" attitude, with particular reference to the job Creation programme, in which CSV has been closely involved Mr Dickson says: "In the short term the MSC's controversial structures present a greater menace to innovative and compassionate endeavours for these young people than do microprocessors themselves."

The report covers in detail each of the main five programmes that CSV operates through. These are the full-time volunteering programme, the programme for disadvantaged, volunteer media and youth employment programmes and the advisory service.

In the latter CSV reports progress in the development of courses in community service based in colleges and institutes of education. Next year it will run an in-service training course in community service. Plans are also well advanced for the setting up of a centre for community service education at the college.

Oxford alters degree titles

Oxford University has agreed to redesignate its degrees of Bachelor of Letters and Bachelor of Philosophy to Master of Letters and Bachelor of Philosophy.

Congregation accepted the proposal after hearing of difficulties experienced by graduates because of misunderstanding of the titles and in particular difficulties obtaining employment in the country and overseas. The title Bachelor of Philosophy will be retained for the present course in South Bank.



Eyes front! Mr Michael Barratt-Brown and Sir Lionel Russell met by majorettes at the inauguration

Entry qualifications 'of little significance'

by Bert Lodge

Entry qualifications to first degree courses validated by the Council for National Academic Awards account for only 2 per cent of performance in final examinations, according to research by a polytechnic lecturer.

Mr George Tinkler, a senior lecturer in building, surveyed two successive intakes covering 10 subjects taught in five polytechnics. A total of 1,139 male undergraduates were involved. Using a technique of statistical analysis which attaches a relative importance to such influences as age of student, time spent out of study before starting the course, type and pattern of course and entrance qualifications, he also found that as far as final examinations are concerned:

- time out of study, between school or college and starting the course is of no consequence;
- students with lower entry qualifications who are over 20 years old do better than those who are younger;
- students on "thin sandwich" courses score better than those on "thick sandwich" or full-time courses.

On first year examinations

- the age of the student has no impact on performance;
- the amount of coursework has no influence on results in spite of the importance ascribed to it by polytechnics;
- in two of the polytechnics poorer qualified entrants who have been out of study for over one year perform better than those who enter directly from school;
- Mr Tinkler, whose research is summarized in the Sheffield Polytechnic publication *Polytechnics*, assembled 11 possible influencing "predictors" which could influence students' performance. He found that they account for only 30 per cent of performance in final examinations and 36.5 per cent in finals.

Referring to the slight importance of entry qualifications usually, A levels or ONC/OND results—on final performance, Mr Tinkler observes that they may be no more than an approximate indication of the maximum cognitive capacity of students in the subjects they studied before going to the polytechnic.

He asks whether, when assessing prospective students, "the more important factor is the quantity of their knowledge in matriculation examinations or whether it would be better to assess their ability towards future application of such knowledge as will be required after admission to higher education."

Emphasizing that 70 per cent of student performance is accounted for by factors at present undetermined Mr Tinkler concludes that "the custom of utilizing GCE A levels or ONC/OND qualifications as the primary if not the sole criterion for the purpose of permitting students to commence CNAAs first-degree courses is, to say the least, inarduous" TES.

Teesside asks for earlier closure review

by Peter David

Teesside Polytechnic is to ask the Council for National Academic Awards to return in June to review its threat to suspend recognition of degree courses after two years.

The council gave the polytechnic until 1979-80 to make "substantial improvement" following a highly critical quinquennial inspection last summer. But Teesside's governing body and academic board are now confident of winning a clean bill of health substantially earlier.

One reason for the decision to ask for an early return visit is the fear that by waiting until the end of the deadline the polytechnic would find difficulty in recruiting students for 1980-81.

Cleveland County Council has earmarked a £1m contingency fund over two years to supplement the polytechnic's spending and Dr John Houghton, the director, has announced his intention to retire early. But a detailed report on the polytechnic's progress drawn up by the governing body and recommending major changes in the institution's work is being kept under wraps.

Meanwhile the National Association of Teachers in Further and Higher Education has launched a full review of its relations with the CNAAs. Mr Peter Knight, NATFHE's president, said this week that the review was not a result of the Teesside dispute.

Mr Knight said the question of the CNAAs had been raised at a recent meeting of NATFHE's polytechnic panel.

Education 'hit hardest' in RSG cutbacks

by David Jobbins

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Colleges could solve problems

Development of education opportunities for mature students based on colleges of further and higher education could be a solution to the main problems facing further education and society in the 1990s, Mr John Coffey, consultant to the National Educational Technology Unit, said last week.

Peace success for students

Meetings held this week at the 12 major colleges in Northern Ireland signalled the start of a new campaign by the National Union of Students in support of efforts to bring peace to the province.

University teachers speak Gloom falls on Euro-science against N and F levels

University teachers in faculties of science, engineering and medicine have come out against the Science Councils proposals for N and F levels examinations.

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ACADEMIC DEVELOPMENTS

Five year elite engineering course set up

by Nacio Crique

Salford University is to introduce a new five-year elite course for engineering undergraduates, leading to the first award of a Diploma in Engineering.

All candidates for the new award will eventually be expected to take their bachelors' degree en route and to qualify with a First or Upper Second honours.

Two or three students currently taking degree courses at Salford will be transferred from their second or third year, as a beginning and it is expected that a further five Dipl. Eng holders will emerge from Salford in 1981.

The course will consist of three years full-time study, one year of professional training and one year of professional formation.

Professor James Calderwood, chairman of the department of electrical engineering, said that at Salford, "we do not subscribe to the belief that flexibility is likely to be achieved by the attainment of a high degree of non-expertness in a wide variety of subjects."

"Better by far for the student to be given, or we should say to achieve, a deep understanding of these branches of knowledge which underlie engineering, and from which future developments might be expected to grow."

Such root areas would include the classical foundations of engineering, such as mechanics, thermodynamics and electromagnetism, as well as modern subjects like information theory and control theory.

Three years would be enough time to include the necessary minimum theoretical and laboratory study of the root areas. On top of that, professional training should be an integral part of the student engineer's education, and in Salford's view a year is the minimum for this aspect of the work.

At the end of the fourth year the student would be in a position to begin to learn to apply his knowledge as an engineer. Professor Calderwood said: "This phase is possibly the most important in the development of an engineer, and it is perhaps the one which has received least attention in this country."

During the fifth year, students will follow a carefully planned scheme of work and study under the supervision of a university supervisor and an industrial adviser.

In addition the student would take on two study assignments, the first research into a relevant specialized topic and the second a study of design methods associated with the technology of his or her project. He or she would be required to write a complete formal work report on the project work through the year.

The fifth year of the course concentrates entirely on engineering and not on such topics as industrial sociology or management. Two companies, British Insulated Callenders Cable Ltd and Salford, have said they will join Salford in launching the new course and others are expected to follow.

Two new degrees for engineers.

Brunei University, refused to be drawn. Management and business studies were not new in engineering courses. Indeed, most courses included them. What was important, in his view, was that students should be prepared for life in industry as it really was, not as academics would like it to be.

They did not like the term "elitism" either. "But I am not against elitism. We in this country are too opposed to elitism. Our trouble is how to distinguish the elite." He refuted the notion that four year courses would draw the best students away from the three year courses but he accepted the criticism that some were designed without proper consultation with industry. He concluded with a plea to let them stand on their merits.

The professor was congratulated by Mr Andrew Goodman, an industrialist. "He is doing a good job trying to get some change." But he was not of the same of some others. "We do not need any more super, super design engineers. What this country needs is more people to transfer the design to the market place. While all the talking is going on, we are going down."

That was all right for training citizens who would subsequently become accountants or something outside engineering. All right, also, for big company people, but the many smaller firms which need good engineers was far greater, were being missed out.

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Broadly-based, four year courses 'all wrong'

by Owen Surridge

The new four-year engineering courses are in the wrong place, in the wrong place and for the wrong people, an industrialist told a meeting at the Institution of Mechanical Engineers last week.

Mr P. R. Whitford of ICI, Runcorn, said the University Grants Committee in its pressure for excellence, had not insisted on the introduction of four year courses although colleges seemed to regard them as mandatory.

Academics were able enough to deal with one side of the business, but the art side of engineering, including the skills of leadership and management, were best learned in industry. "We really need an extension of professional training into life after graduation, not the development of a broadly based person before," he said.

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Double first success for Worcester

by John O'Leary

The approval of an MEd award to start next year represents a double first for Worcester College of Higher Education. Not only is it the first master's degree offered at Worcester, but it is also the first MEd course to be approved by the Council for National Academic Awards at a college of higher education.

Staff at Worcester began discussing the degree almost a year ago when the institution was designated a college of higher education in 1977. The final result, validated only this month, was written in consultation with serving teachers, for whom the course is intended.

The college, delighted to have won approval for the degree after two years' detailed negotiations, sees this as a sign of academic maturing. Mr D. Ebdy, the vice-principal, said: "We have no other higher degrees on the stocks with the council at the moment but, now that we have been successful in this, no doubt we will continue to diversify and further master's degrees may well be on the way."

The degree is the pinnacle of the college's provision for serving teachers, which also includes short courses, a summer school, full-time diploma and a BEd. Classes for the new course will be held in the evenings, since it is by part-time study only and completion will take at least three years.

Two courses will be undertaken in the first year of study, chosen from four programmes designed to cater for different interests, including the role of the teacher, educational policy making and the educational needs of children of varying abilities.

Although the degree has only just been validated to begin in January 1979, news of the discussions with the CNAA had already created interest among local teachers.

An honours degree including education studies and some teaching experience will be necessary to join the course, although holders of other advanced qualifications may be accepted with the approval of the CNAA. While studies will normally be completed in three years it will be possible in exceptional circumstances for students to extend this period by delaying completion of the dissertation.

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Two new degrees for engineers.

Books saved in flood at Stanford

Stanford University rushed 40,000 library books to a commercial deep freeze over the weekend in an attempt to save them after a disastrous flood in the stacks.

Although the flood—caused by a burst water main—is likely to have caused at least \$1m worth of damage, the Meyer Library's success in freezing the saturated books before mould started growing in their pages will probably allow staff to restore the more precious volumes.

Rapid freezing is now recognized in the United States as the best way of saving wet books. It prevents further damage by mould, and instead of rushing into overhasty drying and panic restoration measures, the librarians have time to stop, think and tackle the restoration properly. Frozen books can be freeze dried or vacuum dried—there is no need to thaw them out.

The technique has been developed during the 1970s. Unfortunately it was not used to save priceless books after the Florence floods 12 years ago, but it has been used successfully to save 140,000 water damaged books after a fire at Temple University's Klein Law Library in near-by San Jose, in recent weeks.

It is hoped the library staff will be able to save the books by refreezing them over the weekend.

With 20 degrees centigrade, the Stanford Library staff face the nightmare task of going through all 40,000 volumes, evaluating the damage and how it is going to be repaired.

Most of the flooded books, which were used by graduate students in the humanities and social sciences, are fairly modern reference materials. But they also include 3,000 miniature books dating back to the 17th century.

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Poll results please lobbyists

WASHINGTON

The day after the mid-term elections the National Educational Association boasted: "A pro-education Congress was virtually assured for 1979-80 as four out of five teacher-backed candidates endorsed by the National Education Association's political action committee were successful in their bid for House and Senate seats in yesterday's Congressional election."

But more thoughtful members of the educational community were less than depressed. It was not much the results—overall they were much in line with expectations, with a small but definite loss of liberal Senators and Congressmen—but the whole tone of the campaign that upset them.

Candidates' attitudes were overwhelmingly negative: anti-tax, anti-government, anti-spending. Very few incumbents were willing to make speeches about their support for education or social programmes.

When White House staff contacted Democratic candidates for whom Jimmy Carter or Walter Mondale were going to campaign, to ask what they wanted the President or Vice-President to say about them, they were almost inevitably requested to keep quiet about their liberal voting records in Congress.

One of the few liberal voices in the more general terms about the candidates' personal qualities: honesty, responsiveness to the mood of the people.

No doubt many of those elected will resume their liberal ways when the 96th Congress convenes in January and they are re-exposed to the Washington lobby groups, but the new Congress is unlikely to be

quite as generous to education as the 95th (THES, November 3).

Although five liberal Democratic senators were defeated last week, the biggest loss to education was the failure of Edward Brooke—the Senate's most liberal Republican and only black member—to win re-election in Massachusetts. Senator Brooke, whose defeat was attributed to adverse publicity about his personal and financial affairs, was the senior republican on the Senate sub-committee dealing with education and health appropriations, and he was regarded by the Washington educational associations as a great friend.

Another blow was the defeat of Democratic Senator William Hathaway, a strong supporter of education, by Republican William Cohen in Maine.

For public higher education, the complexity of the state legislatures is more important than the United States Congress. Although it is too early to make sweeping generalizations about the new state governments, they also appear to have moved somewhat to the right. They are likely to be less generous to state colleges and universities than they have been over the past decade.

The governor's race that most intrigued the American academic community was in Wisconsin, where Lee Dreyfus, chancellor of the University of Wisconsin at Stevens Point, defeated the incumbent Democratic Governor Martin Schreiber.

Dr Dreyfus, who had no previous political experience and joined the Republican Party only last year, unexpectedly beat the candidate en-

dorsed by the Republican Party establishment in the primary election earlier in the year, and went on to triumph in the general election by a 10 per cent margin.

He won over the voters with his colourful—or glibly—campaign style. His symbol is the "red vest" (a bright red waistcoat) which he wore constantly and which was emblazoned on all his posters and pamphlets. Dr Dreyfus used his academic background—in speech and communications—most effectively, making rousing speeches that could not be used to place him anywhere on the orthodox left-right, liberal-conservative political spectrum.

As usual, hundreds of local and state referenda and constitutional amendments were featured on the ballot. Tax-cutting initiatives inspired by the passage of California's Proposition 13 in June generally did less well than predictions for the tax rebellion had predicted—although most of the milder proposals to slow down increases in local and state spending and/or property taxes passed, some of the more drastic "sons of Proposition 13" were defeated. Voters in only two states, Nevada and Idaho, followed the Californian example and adopted stringent limits on property taxes.

Proposals to require schools to dismiss homosexual teachers in California, and to institute a voucher system of education in Michigan, both lost. They were opposed vigorously by local educational groups.

And America's hard-pressed labour movement was cheered by a heavy defeat in Missouri of the "right to work" initiative that would have banned closed shops that require employees to join a given union.

Thus women—who now make up half of the American undergraduate population—are concentrated in the junior, unrewarded faculty ranks, with average salaries thousands of dollars below those of male academics. Over the 15 years 1962 to 1977 the proportion of women in tenured positions rose only by 1 per cent, from 12 to 13 per cent, Dr Berry said.

Dr Berry complained about the "shinier assumption" still prevalent in white male circles, "that women and minorities and their appointment is seen as prima facie evidence of reverse discrimination".

Janet Welsh Brown, who directs the office of opportunities in science for the American Association for the Advancement of Science, gave the delegates an important talk on The Professional Societies: Gatekeepers of the Status-Quo or Leaders of the Profession?

Efforts to achieve equality for women in higher education have concentrated on affirmative action on the campus, trying to promote more women through the academic ranks. "What has long been overlooked is the great contribution that the professional societies can make to equal opportunity", she said.

Dr Brown listed four steps women (and black) academics must take in each professional association if they are to get anywhere: set up a committee on the status of women and minorities (get the society to adopt a clear statement of equal rights in its constitution and regulations); make a statistical assessment of the status of women in the profession (and on the key committees on the society itself); and insist that the society provide sufficient financial resources to monitor progress.

The coalition for women in the humanities and social sciences will be led by a steering committee. Its tasks will include analysing the differential impact of the academic employment crisis on women, identifying non-academic job possibilities for women trained in the liberal arts and social sciences, and promoting the passage of the Equal Rights Amendment by preventing academic bodies holding meetings in states that have ratified the amendment. An occasional newsletter will be prepared to keep the 46 groups in touch.

Another activity will be to prepare better comparative data for the relative position of women in different academic disciplines. What is currently available only permits "very superficial" comparisons, according to Ms Campbell, who is assistant director of the family and community history centre at Chicago's Newberry Library. (The statistics are far more complete for the natural sciences than for the social sciences and humanities.)

In the longer run, Ms Campbell hopes to establish an informal international network between academic women's groups.

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SYDNEY

Schools: Colour TV: Computer trainers.

The high grade haven that no one ever wants to leave

Ngaio Crequer visits Bristol and finds staff and students very happy with their lot

There is no Bristol line on the Department of Education and Science discussion paper *Higher Education into the 1990s*. Few people there will even give it the time of day.

As bright, 18-year-olds queue up to get into Bristol University there seems no need to consider changing things and there has not been even a cursory official welcome of the paper as a basis for discussion.

Sir Alec Morrison, the vice-chancellor, put it in a much plainer way. "The paper raised a particular problem which I do not think is a problem one should be worrying about now. I do not think the discussion of that problem is particularly deep. If I were the DES that is not one of the problems I would be looking at. I think I stop."

The problems he wants looked at are the effects on universities of school examinations, the demands imposed by the professions, and what the outside world wants of students. Although he would be unhappy to see degree courses getting longer he says there is no doubt that the less done in schools means the more must be done in universities, and in post-experience education.

It is impossible to see a clear pattern but universities will be terribly important either immediately after a degree or during later life. I think universities will be called upon to make substantial contributions towards this. You cannot just wind someone up at the age of 18 and leave it at that.

But over the last six or seven years universities have been terribly stretched. They have not got the facilities to do a decent job now. This will be a very serious problem in the future."

But Sir Alec is cautious about a need to make more provision for mature students. Universities are not, he believes, in the business of social engineering. There is no policy on mature students, nor is there likely to be one. No statistics are kept on them although Sir Alec, who serves on the committee of degree examinations candidates without traditional qualifications, puts their number at about 5 per cent.

"Students are students. Mature students are treated the same as any other students. We have to avoid doing things for charitable reasons."

He is cautious about the role of the university in solving people's problems. If they have got into the wrong educational route, quite the effect the Open University has not had, quite the effect society that many of its adherents would have wished.

"We are doing a particular job. We believe that is the job society wants done. If society wants us to do another job, they will have to tell us. But I do not think people here want to change society. We will be the last buffalo to be shot. We do not have to worry about bright people turning up."

Bristol celebrated its centenary two years ago. A public meeting in 1874 started a fund appeal which enabled University College to open in two Georgian houses.

It grew quickly and was the first university to take women on equal terms. In 1908 the family provided it could get a charter granted and this it did a year later. From its very early days it became involved in extra-mural studies. It quickly established a reputation for the high standing of its staff and students. It was also fortunate in being part of one of Britain's most attractive cities.

Ideas that Bristol would expand to about 10,000 students have long since been abandoned. The target figure for 1981/2 is 7,000 students and the registrar and secretary, Mr E. C. Wright, thinks that by the end of the century the figure will only have crept up to about 8,000.

There have been 23 new undergraduate degree courses introduced since 1973, most of them in the arts. But combined degree courses in arts and combined degree courses in sciences, which meant taking three different subjects at different levels, have been dropped.

Bristol found that students were failing to apply for the courses and there was dissatisfaction from those already there that they felt they had no loyalty to a particular department.

Instead, they concentrated on building up joint honours degrees and these have become very popular. The new degrees include Drama/Music, Religion with Literature, French/Philosophy, German/Politics, Drama/

Greek (replacing Drama/Classics Archaeology/Geology).

In science, the two new degree courses are pharmacology, and physics and philosophy. In the faculty of engineering there is now a degree in engineering mathematics. There are four new courses in social sciences.

Numbers of undergraduate and postgraduate full-time students, excluding B.Ed students, have increased by just over 1,200 between 1967 and 1977. But as the intake has increased, so has the proportion of women. Since 1975 the proportion of women has remained at 41 per cent of all students. This compares with 34 per cent in 1967.

The percentage is still below the current UK average, which is 44 per cent for women, but Sir Alec thinks that one reason for this is that Oxford is now taking more women.

The staff: student ratios, although the university is at pains to stress the danger of comparisons, range from a best of 3.5 to a worst of 13.0 with an average of 8.4.

The number of overseas students as a percentage of total students has gone from 4.7 per cent in 1967 to 4.8 per cent in 1977, and it is expected to increase slightly this year. Numbers have risen from 262 to 327 in the same decade.

If the proportions are low, the registrar thinks that many overseas students find it difficult to master the high grades required for admission to Bristol.

Between 1967 and 1977 the percentage of full-time postgraduate students, of total numbers, fell from 16.2 per cent to 13.1 per cent. The percentage rose briefly in 1970 and 1971 but has been falling since 1972, a trend which is not expected to stop this year.

In fact, Bristol now has fewer postgraduates than it had in 1967. Then there were 911 and in 1977 there were 893, a figure which has remained steady for the past two years (including 1978).

Bristol has proportionately fewer postgraduates than many other universities and at first this seems an anomaly in an institution which has based in the sunshine of a high academic reputation for a considerable number of years.

But it is explained (not, I think, explained away) because of its traditional concentration on postgraduate research rather than on postgraduate-taught courses. Academic staff at Bristol are somewhat suspicious of other universities which push up their numbers by creating a crop of MScs.

Mr Wright said: "We take the view that we do not want to launch a large amount of unnecessary taught courses. I do not think our low percentage means there is much less research going on here. Our level of research is high. We have large amounts of research money coming in."

"But I think there is a general feeling among academic departments that have had strong postgraduate schools, of regret, because they feel the balance has deteriorated. We have been affected by the lack of postgraduate awards and the limitations of space and buildings. There has also been pressure to increase undergraduate numbers and in many cases we could not do both."

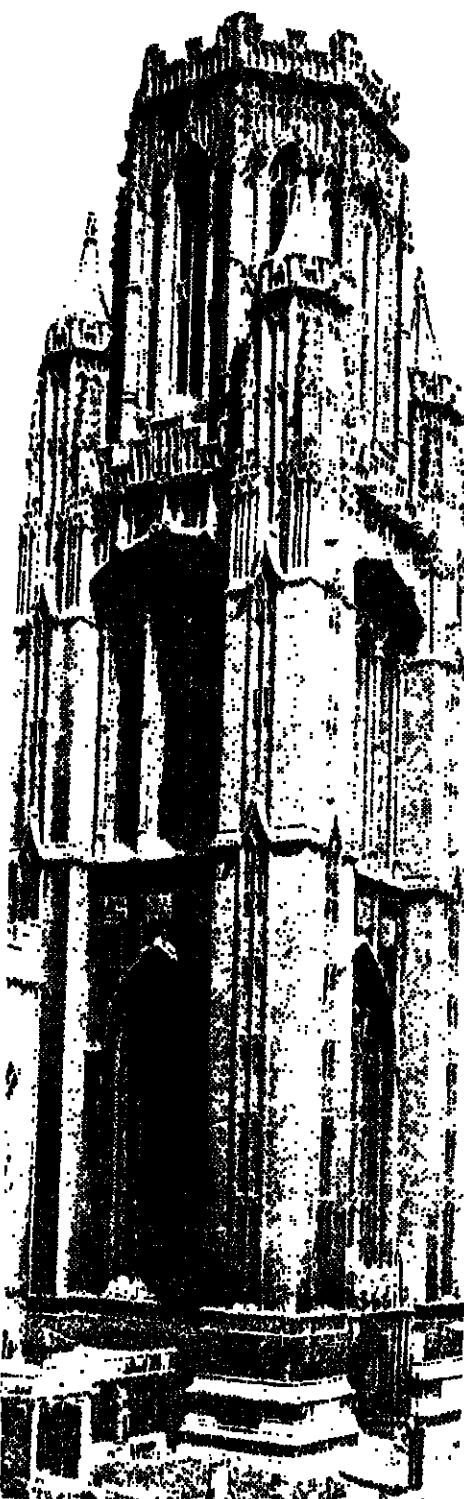
He said these constraints had hampered the development of strong postgraduate schools in faculties such as medicine, engineering and law. "It varies, obviously, from faculty to faculty, but the engineers feel they could find the funds for all the students they want to admit, but they are up against space limitations. In arts there is not the same problem of space, but they cannot find the money."

The charge that has often been made against Bristol is that unless a potential student places it first or second to Oxford or the Universities Central Council on Admissions form, then he will not be considered for a place.

The complaint does not seem to stand up although it is true that about 70 per cent of applicants do in fact put Bristol first or second to Oxford. Recruitment is buoyant and although applications were slightly down last year, there were still approximately 11 applications for each place and the average UCCA score required is 12.

Admissions tutors are able to pick and choose and will only select candidates whom they think really want to come to Bristol. But they will also go out of their way to impress a waverer if they want him.

Many students are invited for interview and are first of all given a carefully planned tour of Bristol, "the pretty way". A number of staff recognize the virtue of using the historic city as an inducement.



The Wills Memorial tower

Fifteen year olds are certainly queuing up to go to Bristol. But what some staff cannot understand, and to some extent resent, is why Bristol does not get an above average number of Firsts and 2:1s to match their above-average input. One member of staff actually produced a paper to show this.

Dr Laurie Burbridge, a lecturer in electrical engineering, said: "Either teaching more superior to our own or the standard for a First is lower than at Bristol. There is a feeling that if you get a 2:1 here, if you had gone elsewhere you would have got a First."

As the staff point out, grades become very important if the student is in the competition for postgraduate awards. "Obviously different faculties operate differently, but it seems almost a lottery."

The staff explain the situation by saying that the university suffers from its own caution. Almost perversely departments keep up high standards by awarding very few Firsts. In some subjects students who fail at one of year examinations and re-sits are found places on other degree courses at other universities. There they successfully graduate and perhaps because they prefer the course or can settle better, simply that standards are lower. It says a lot about the official theory of equivalence of degrees.

Ironically the fact that Bristol is such an attractive city has had a dispiriting effect on the staff. They do not want to leave. Members of the Association of University Teachers feel that Bristol is more static than many universities. As one member put it: "You would have to be out of your mind to leave here. People do not even move horizontally. There are not even minor positions advertised. We do not get the revitalization of new people and new ideas."

He finds it easy to attract young, fresh members of staff but simply cannot find the positions that exist to do so. They are bound to offer experienced applicants with unassailable seniority at the age of 47, said one.

And another: "It means there is enormous potential stagnation. It puts a great strain on the staff. In the past we had a constant stream of people coming in-between, now that has stopped."

The staff say that some departments want to expand but there is no space. The engineering

departments are already using up their corridors.

There is a strong lack of forward planning about Bristol University. The university's forecasts which emanate from the planning department (e.g. the 1990s document) do not point out that so much is dependent on Government policy and funds.

Mr Don Carleton, the university information officer, points out that the University Grants Committee, in its annual survey for 1976/77, plotted a dramatic fall in the average unit of resource, which would militate against meaningful development plans.

But in that same report the UGC called for a return to long-term planning in universities. Bristol may deride the Government's plan but one must ask whether it is not the incumbent upon them to come up with a few of their own.

One academic suggested that Senate House was at least half-an-hour ahead in its thinking. Another remarked that a meeting last year of the long-term planning committee had been cancelled due to lack of urgent business.

Staff are pleased about increased opportunities to become involved in the decision-making processes in the university. Last year three non-professional staff became members of the planning board. Staff are increasingly consulted generally about promotions and many regard this as a significant step forward.

Obviously departments vary. One member of staff felt that he would not be able to put discussion of departmental space on the agenda of a meeting. But many testified that they could discuss anything of interest.

In the drama department, the committee consists of 14 members of staff and ten students. Dr Burbridge said: "The first student sit-in took this place by storm. It brought up the whole question of listening to what students say. If you listen to students you have to listen to your colleagues."

The university library consists of a central library plus 13 branches. The staff take pride in the fact that the library won an award of the best kind, by the body which represents library users, for its new building.

There are some impressive innovations: group reading areas to allow people who legitimately need to talk to teach other or for postgraduates who can book them for a term. Automated cataloguing was introduced in May of this year and eventually the computer system which links other universities in the South West will help to solve the problems of popular books not being available.

The department of mechanical engineering is currently receiving 50 per cent more money from industry than it is from government. Professor Colin Andrew, dean of the faculty of engineering, says there is a philosophy of industrial relevance as well as a need to be academically rigorous.

In mechanical engineering about half the number of undergraduates have spent a year in industry before they begin their course, which Bristol encourages.

Professor Andrew has strong views on the training and education of engineers and there is healthy debate at Bristol about the way the Government should approach the subject.

His personal view is that some university courses provide the wrong sort of engineers for industry. You get a situation, he says, where you get a large number of engineering courses which they are unable to benefit from for whom there is no position in industry. Pressure on academic institutions to fill places means that students are taken on when they might be better suited to a certificate course.

"There ought to be a number of establishments, and we should be one, which follow engineering principles courses, one year in industry, three years of principle, without a large management content, a year in industry, and then short-form courses to give specialist management, that is, 1-3-1 plus bits."

"I think it is uncommittal to give four-year elite courses to people selected at 18. I do not think the teaching of managers is a sensible thing to do in a management school. I regard it as arrogant to teach youngsters from school to the managers of the world. We would contemplate four-year courses which would involve beefing up the engineering principles element and broadening the engineering disciplines. But we did not propose to include large chunks of management. The UGC said that was not really what they were thinking. I am heavily critical of the way the UGC decision was made," he said.

In chemistry, about 12 years ago, staff compared the notes they had made about prospective students at interviews with the degree they had, noticed the dissimilarity and so abandoned the interview.

They have escaped the downward turn in applications by sticking to doing what they think is right. Mr Alan Honey said: "A lot of universities were desperately short of students to read chemistry so we had to introduce courses in chemistry with business studies, or French or Ancient Sanskrit."

"We decided we were not going to play that kind of game and there was a place for a university offering traditional courses in chemistry without all the frills and we have been proved right."



Sir Alec Morrison and some of the university buildings. Finding space for expansion is a major problem

It is getting almost traditional to say that history is traditional at Bristol. The only civil innovation is to give greater coherence to first year courses in an introductory backdrop to the expansion of Europe and the aspect of Africa and Latin America.

"There has been no serious demand for structural change," said Professor Kenneth Igham. "Students know before they come whether they are getting it."

The first year is an introductory year but students must pass the examination or repeat the end of the year to get into the second year. "Anyone who fails ought not to be a university or has been incredibly idle. The law is not to get rid of people but just to make sure of them."

The second and third year course towards a final degree. In both these years essays are set. At the end of each year the arts are looked at and reduced to one overall mark for essays. Performance in tutorials raises the mark, which is not disclosed.

The second and third year essay marks are put together as a fifth towards the final degree examination. Both first and second years can re-sit. Professor Igham says that about every three years there is a move to introduce a Part I and Part II system, which the department has never had.

"I rather prefer one final examination but I am not doctrinaire about it. The division is really about 50-50."

Why do the students come? "They say they like the wide choices in the course, they like the city. The university has a genuine sense of pride in itself. It rightly has a reputation for scholarship," said Professor Igham.

"For staff, I think departmental solidarity is very important. People are very conscious of belonging. But I think we desperately need to keep in touch with other universities and other countries. There is a danger of an insular teacher and not a university person, that is developing subjects."

Three years ago the department tried to find out why so few local schools sent their students to Bristol. They found out that it was because Bristol was asking for two foreign languages at O level.

"We dropped one but it did not seem to make the slightest difference at all. But I think we will go back because it would not cut out a lot of people from comprehension," he said.

The local press in Bristol is currently the medium for a series of attacks and counter attacks on the university's role as a developer of an increasing conservatism-minded city.

The chief protagonist is former Bristol graduate and member of the university's student union, Mr Michael Cocks, MP, and Chief Government Whip.

Cocks declared before his election in 1970 that an MP must scrutinize carefully the people's lives and homes and he must be there for people to turn to when they feel overwhelmed by the remoteness of officialdom and the sheer size of impersonal organizations.

To many people involved with Bristol University the definition of scrutiny of plans appears to be "reject".

He unsuccessfully opposed university plans to convert a house in St. Michael's Park, Kingsdown, into a nursery for university staff, which was quite a "left-wing" proposal from the university.

He is currently opposing a plan by the university to build 72 student residences close to the grounds of Goldney House. The house, grounds and grove, which have been restored by the university, are on top of the original fortifications of the city.

The university won an award for the first phase of residences built a few years ago close to the site. The second proposed phase would not be within the grounds of the house itself (as the university has had to point out to Mr Cocks) but in a former terraced garden, now largely overgrown, below the house. A second house, Clifton Wood, near the site, which is also used for student accommodation, is in need of some attention externally. Mr Cocks has accused the university, probably unfairly, of allowing it to run down with a view to applying for demolition later.

Mr Cocks has accused the university of philistinism, self-indulgence and a lack of culture. Many of the large Victorian terraced houses in Bristol, some of which were used as student flats or bedsits, are now reverting back to private accommodation. The effects are being seen by a shortage of places for single people and students.

The university is also carrying out a survey of all multi-occupancy property, which could have a small knock-on effect for the student accommodation problem.

In many other ways there are excellent relationships between the city and university. A university lecturer has written a number of papers on housing need which have influenced the thinking of city planning research officers. University staff were instrumental in setting up the Bristol's Citizens' Advice Bureau. University lawyers help to staff legal advice centres. The university's Victoria Rooms are used by a wide range of community groups. The university provides a series of public lectures and concerts to which admission is free.

The School for Advanced Urban Studies was established jointly by the university and central government in 1973 as a post-experience teaching and research centre in urban policy.

It has fast established itself with the practitioners of local government as a place where ideas and problems can be discussed with both practical knowledge and academic insight.

Sir Alec Morrison has given the school strong support. As they say at Bristol, it might take some time for anything to happen but once an idea is accepted then there is no lack of push.

The school has announced plans to build a £600,000 extension which will double (to make 60) the number of study bedrooms, and increase library research and seminar facilities.

The school has also taken charge of a year course in Policy and Politics, with an editorial board involving members of other universities, which will make contributions on the initiation, formulation, implementation and impact of policy.

Short and long-term courses, seminars and workshops are run at the school and next year there will be a two-year part-time course in public policy studies, primarily for people working in government or the nationalized industries. Students will extend for one and a half days a fortnight, plus four weeks in residence. They will normally need a degree but anyone who can show they would benefit from it would be eligible, although this has not been made clear on the publicity posters. The school took on its first student for a research degree this year.

It is the job of a planning authority to impose reasonable constraints. I would hate to see any confrontation," he said.

The strangeness and the sadness of all of this is that firstly the university itself is the first to hold back from grandiose long-term development plans. It has made sustained efforts to improve, at some expense, some of its finer buildings. It has long since realized it must fit and adapt rather than knock down and build anew.

The city itself has been no paragon of virtue in the conservation stakes. At the end of five years it hopes to have carried out £8m of improvements to bring derelict or unimproved buildings back into useful occupation but the state of some of these buildings should never have been allowed to get so out of hand.

It would seem there is a case for the university and the city to try to get together on the problem of student accommodation. Many of the large Victorian terraced houses in Bristol, some of which were used as student flats or bedsits, are now reverting back to private accommodation. The effects are being seen by a shortage of places for single people and students.

The city is also carrying out a survey of all multi-occupancy property, which could have a small knock-on effect for the student accommodation problem.

In many other ways there are excellent relationships between the city and university. A university lecturer has written a number of papers on housing need which have influenced the thinking of city planning research officers. University staff were instrumental in setting up the Bristol's Citizens' Advice Bureau. University lawyers help to staff legal advice centres. The university's Victoria Rooms are used by a wide range of community groups. The university provides a series of public lectures and concerts to which admission is free.

The School for Advanced Urban Studies was established jointly by the university and central government in 1973 as a post-experience teaching and research centre in urban policy.

It has fast established itself with the practitioners of local government as a place where ideas and problems can be discussed with both practical knowledge and academic insight.

Sir Alec Morrison has given the school strong support. As they say at Bristol, it might take some time for anything to happen but once an idea is accepted then there is no lack of push.

The school has announced plans to build a £600,000 extension which will double (to make 60) the number of study bedrooms, and increase library research and seminar facilities.

The school has also taken charge of a year course in Policy and Politics, with an editorial board involving members of other universities, which will make contributions on the initiation, formulation, implementation and impact of policy.

Short and long-term courses, seminars and workshops are run at the school and next year there will be a two-year part-time course in public policy studies, primarily for people working in government or the nationalized industries. Students will extend for one and a half days a fortnight, plus four weeks in residence. They will normally need a degree but anyone who can show they would benefit from it would be eligible, although this has not been made clear on the publicity posters. The school took on its first student for a research degree this year.

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The school normally takes its case study examples from outside Bristol so that it can adopt a fresh approach.

To any criticism that Bristol is not doing enough for mature students, attention is directed to the extra-mural department. Last year, for the first time, the number of students taking these courses topped the 20,000 mark at 20,260. The list and nature of the courses is impressive. Many of these places in buildings in Bristol rather than university departments.

Professor G. Culliffe, Professor of Adult Education and director of Extra-Mural Studies, said: "We kept out of the award thing until we were sure we were right. We were not interested in extra-mural awards, only university awards."

"About six years ago we took our proposals to senate for two-year part-time certificate courses. We said there should be a board of examiners, we should run a certificate course in the major faculties, and the faculty would have to approve the academic syllabus. There was no adverse criticism. The only question asked was whether staff would be paid for running the courses."

There are now five certificate courses running which have proved to be very popular. The certificate courses range from 120-140 hours a year for two years. No qualifications are needed but students must show their suitability to follow a particular course.

Frank Walshaw, the assistant director, said: "Rather by accident we are moving to part-time graduates." Most of the staff think there are still serious problems about introducing part-time degrees. It will have to be shown that the standards reached are the same as those for full-time courses. A part-time degree course could last between six to eight years.

What of the person who wants to move house, they say? The system would have to be a national rather than local one. So instead of establishing a part-time degree course they are trying to initiate interest through life universities for a national system.

But they are naturally cautious about encouraging mature students to take internal degrees if they will not be able to cope. Very few students go from extra-mural certificate courses to take internal degrees.

But the percentage of post-experience courses in the department has increased from 12 to 20 per cent over the last 15 years.

For a number of years Bristol students provided National Union of Students politicians. In the last union elections the Epicureans swept to power, although their greatest difficulty now is trying to be funny all the time.

Their so-called rivals are the Radical Tea Party, who are also devoted to fun politics. The students, despite their fun manifestos, are finding that they have to come to grips with the problems of student accommodation, and high rents. They say the university is not so much complacent as conventional and, living in the shadow of Oxford, trying to be ultra-responsible.

Bristol is still a very middle class establishment (its senior common room which invests in wine rather than more traditional forms of capital gets a certain Dr Bourgeois to buy the stock) but few universities could escape that charge.

The staff have lively inquiring minds and if anything worry too much about their teaching methods. Whether it changes to go out of its way to attract newer categories of students will depend largely on Government funds and thinking than initiatives from within the university.

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At last, the real D. H. Lawrence



The Cambridge University Press expects to publish in 1980, the fiftieth anniversary of Lawrence's death, the first volumes of a complete edition of his works. The Cambridge edition will be the first thorough-going critical edition of a classic modern author, and has a particular interest for a number of reasons, as Michael Black explains.

...the female struck her. Struck me, almost in her own hand. She had sudden, sudden made her all the more great, radiant hopes and he, at it all be taken back from her glister of paradise, this silver? Was it to be revoked? Here was Richard, that hell! 'Don't trust it. You can't. It's an illusion. You can't from control. It can't! It will come a reaction and have deep control from me, running the country. It will be short, and welcome.' aid Somers.

Scholars have known for a long time that Lawrence is being read in very unsatisfactory texts. The ordinary person may come upon a misprint in his reading, and pause over it. The obvious question—if I can see this incorrect reading, how many plausible but incorrect readings am I failing to see?—may then occur to him, and he may feel a justified unease.

One does not expect this in a twentieth-century author. We think that in our own age the processes of first publication and reprinting should secure a text against corruption. But this is not so. It is a reasonable proposition that all important authors of the earlier part of this century now need a proper critical edition. The amount of corruption to be removed will vary. In Lawrence's case it is very great indeed.

There are five basic reasons for this. First, Lawrence was from his very first novel subject to censorship or heavy editing because he was concerned with sexual relations in an era when this was a frightful topic. Second, he was in his early works subjected to a different kind of editing by those who thought he was "formless". Third, occasionally he was asked to tailor things to fit a particular periodical. These three causes mean that there are considerable portions of excised Lawrence waiting to be put back where they belong. Fortunately we still possess them. Lawrence accepted these changes because from 1912, when he eloped with Frieda Weekley, he could live only by his pen. He needed the money; he accepted the changes as a condition of publication.

The fourth factor, which is now becoming clear to us, is that Lawrence was a conscious artist, who reworked all his main fictions and his poems carefully, sometimes drastically, on more than one occasion. Lawrence accepted these changes because from 1912, when he eloped with Frieda Weekley, he could live only by his pen. He needed the money; he accepted the changes as a condition of publication.

The fifth factor is the history of publication itself. It is not simply that 30 years of reprinting have produced a normal accumulation of transmission errors. From very early on Lawrence became a wanderer, dealing with publishers in London and New York from Italy, Australia, New Mexico or wherever he happened to be. This fact complicates the previous one, as follows. Lawrence would typically produce a holograph manuscript (stage 1). This was typed by someone else, who misread Lawrence's hand. Lawrence would fall to spot all the errors, but would have to recast, thoughts, and revise, so that stage 2 is already a complication.

Perhaps more than one typescript copy would be made, and these would be sent to a publisher in London, the other via an agent, to another publisher in New York. Lawrence might then see and read proofs. Since he seems never to have checked against copy, but never missed a chance to revise, another complicated stage is produced. Ultimately the English and American editions appeared, differing from each other in significant respects; but at some intervening stage a publisher (Martin Secker was a publisher) might have decided to make all changes of cuts, for reasons of propriety or because some third party recognized himself in one of the characters and threatened legal action.

That is a composite or ideal case, placing together some of the main factors we have found in operation. It demonstrates that our editors must, as a preliminary to their work, survey all the surviving states of each work, compare them, reconstruct the history of changes, corruption which they embody, and then state the principle on which that particular work must be edited. This will evidently vary from work to work, depending on the surviving evidence and the particular sequence of changes, but typically it takes the form that one state is to be taken as base-text, and it is to be emended to take account of changes in other states.

Already an important editorial

principle emerges. Much editorial theory has evolved from work on Elizabethan drama, where an entirely different situation obtains. There are no surviving MSS, only an early printed text or texts, with variants between copies of one by one, or between editions. Here the editor, by examining and collating printed texts, infers a complex process in the early printing-house, and goes on to infer a series of departures from a lost MS. In Lawrence's case, however, a surprising number of the states before first publication exist, and these are crucial. The first printing is indeed a departure, in many cases from the author's "final intention", but we have also later versions, and not to use, that phrase. He would go on revising as long as he was allowed to; and the "intention" that he had reached before publication was then frustrated in the various ways mentioned above. Unlike the history of Shakespeare's text, where editions since the eighteenth century incorporate a long tradition of often inspired emendation, the history of Lawrence's text is one of reprinting without substantial revision.

The publishers concerned have become aware that there is a problem, but there has until now been no systematic recension, and no serious examination. The editor of each of our texts has to go back behind the first printings to the abundant sources. As a consequence, the Cambridge edition will, in its apparatus any variant in later printings simply for the sake of listing such variants. They have no significance. Nor will it list tables of hyphens or word-breaks in such printings or elsewhere. It will however show the variants between states which demonstrably passed through Lawrence's hands before publication, and variants between printed editions which he (sometimes in a loose sense) supervised.

This approach to the text will be reflected in the other editorial matter. The introduction to each volume will not provide yet another critical essay, about the work concerned. It will in detail trace the genesis and development of the text, starting from the relevant point in Lawrence's life and writing career, and carrying the story through to publication and reception. In a non-trivial sense, the introduction to the reader will supply the missing link, and deal of information, much of it new and recovered from the study of the documents, about Lawrence's life, about his writing and its processes, about his career as a writer, about the actual publication and the reviewing of his books.

There it has been invaluable that we have been simultaneously editing and publishing the letters, since they are a very rich source of information about the writer. These editions are both essential preliminaries to any biography which can claim to be fully researched or

authoritative, and the CUP and the estate do have it in mind to commission such a life. What will the total effect on the text be, and will the ordinary reader notice it? The answers are—very considerable, and yes. My composite example above was derived from what we already know about a number of texts already some specific details of these can already be given.

Some and Lovers. The MS of this book is in California, and a facsimile has just been published by the California University Press. It reveals what text book was like before the publisher's reader, Edward Garnett, cut it for publication: it was almost a third as long again. These cuts were urged on Lawrence, who agreed because he needed the money that publication would bring. He accepted the cuts, therefore, against his will, and our editor will have to decide whether to restore all of them, or some of them.

The Rainbow. The original edition was issued in 1915, and all subsequent English editions have been expurgated, though Penguin reprinted the early American text. But even that text is unsatisfactory, because of the mistakes in transcription from the manuscript, and also because (as we discover from the letters) some censorship was exacted before publication. There are cuts to restore here too.

Women in Love was mutilated in all English editions to meet threats of libel action, and there are again many errors of transmission.

In all three cases the restoration of cuts and the correction of errors from the manuscript works to their intended form for the first time. Mr Noon. This is known as a short story. Lawrence wrote it as a novel, without quite completing it. When this is published, a substantial new work is added to the canon.

The Poems. Lawrence wrote his poems more freely than anything else of his. What was a long poem at one stage becomes a short one at another, and vice versa. The task of editing the poems has to be faced all over again, and will produce new versions. Cambridge also produces in supplement the intermediate draft material, for the use of students and scholars.

The Short Stories. At one point in "The Ladybird" the compositor turned over two sheets of copy at once. The result happened to make sense, and no one noticed. "The Border Line" Lawrence wrote and had published in a magazine in 1924, was included in his 1928 collection, *The Woman Who Rode Away*.

When he received the proofs of that volume he discovered that the ending was missing from Secker's typescript. In desperation he made up a new much shorter ending (four or five pages in length) for the story, which has been reprinted ever since. The abbreviated ending is artistically inferior to the original, which is hardly surprising as Lawrence warned Secker from Switzerland how hard it would be to capture the atmosphere of Germany again four years later. The Cambridge edition will revert to Lawrence's original longer version for the ending. Lawrence wrote *The Ladybird* in 1927 for Lady Cynthia Asquith, who was editing *The Black Count*, an anthology of mystery and murder stories. She objected to the absence of a proper ghost and to the length of the original version. A shorter version of the story which was published in *The Black Count* and subsequently reprinted by Secker in the posthumous collection, *The Ladybird*. It has been reprinted in this version ever since. However, Lawrence's attitude throughout his life to cuts was that he would always, if grudgingly, permit them to be made by the editors of periodicals or anthologies in which the stories originally appeared, in the hope that the full-length version would be used in his next collection of short stories. The Cambridge edition will follow this practice and restore the story to its original length, which is a third as long again.

The Plumed Serpent. Lawrence fell ill just when he had finished the manuscript. He died, and the revising the typescript from that, and when he did so his efforts were erratic. Hundreds of mistakes made by the typists—and there were at least three typists—slipped past him, for, as he often, he corrected from memory, not against the manuscript. The most glaring of these errors are omissions and misreadings that lead to a change of sense. Dozens of single words are left out, with a resulting shift in meaning, often considerable. Misreadings such as "sort" for "rant", "experience" for "expression", "just" for "least", "struggling" for "light" (and many more) bring about obvious distortions. Most important of all, there are some 30 omissions, ranging from long phrases to whole paragraphs, that often change the meaning of whole passages in which questions sometimes remain unanswered or remarks are attributed to the wrong speaker.

Apocalypse. This volume, like some others, will include, as an appendix, about 80 pages of draft material which Lawrence did not include in the published version. We shall not incorporate this material in the text, since this was Lawrence's intention. But making the unpublished material available will considerably affect understanding of the text, and readers of Lawrence will find it of great value. It records his last thoughts about life and religious feeling. Lawrence was dying when he wrote it, and he wrote it in long hand and gave it to a friend to be typed. He was too ill to check the typescript, and did not see that the typist left out whole phrases and misread many words. (His well-known habit of repeating words was a source of much error: the copyist's eye sometimes jumped from the first to the second, and omitted the phrase between.) The book was set up from the defective typescript, and the final publisher overlooked a final error: the copyist's eye sometimes jumped from the first to the second, and omitted the phrase between.) The book was set up from the defective typescript, and the final publisher overlooked a final error: the copyist's eye sometimes jumped from the first to the second, and omitted the phrase between.)

The actual labour of this work, in extra hours, is enormous. The effect on the texts is the equivalent of removing layers of varnish from a picture. For instance, all the house-styling by the original publishers and printers disappears, as does the United States publisher's revision of Brice's text. All the changes where a nervous publisher thought Lawrence was being a bit "bold" sexually; all misprints in the early editions, and by deletion all misprints in later editions. The effect on the texts is the equivalent of removing layers of varnish from a picture. For instance, all the house-styling by the original publishers and printers disappears, as does the United States publisher's revision of Brice's text. All the changes where a nervous publisher thought Lawrence was being a bit "bold" sexually; all misprints in the early editions, and by deletion all misprints in later editions.

There will be, as a result of this labour, hundreds, or rather thousands, of variants. Let us take a representative example. *The White Peacock*, Lawrence's first novel, seems an entirely innocent work, and one would not expect it to have been affected by these factors, but Lawrence suffered every factor, and has to be incorporated in the CUP will therefore publish a scholar's edition in hardback, with introduction, text, textual apparatus, and the glossary and other notes which the student (especially the foreign student) now needs. This will also be made available in paperback. Heinemann will use the text in their Phoenix edition—a plain text in hardback for the ordinary reader. It is hoped that Penguin, the pioneers in paperbacking Lawrence, will use the text in their edition for the widest possible range of all. In this way the fruits of scholarship will be made widely available. The greatest English novelist and prose-writer of the century will at last be read in an accurate text, made available at all levels of the market.

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They were asked to state whether they received any help with these costs, whether they would prefer financial support for part-time study or for a period of full-time study, whether, if they were to be offered a state award for full-time study, there were any factors which would prevent them from accepting it.

They were also asked to offer other information and opinions on the cost of part-time study; and to provide a written statement and promote discussion of the college's official view was set out: that there should be mandatory local education authority awards for part-time first degree students who have not had a previous mandatory award, and that, irrespective of previous award, the satisfactory completion of the first half of a first degree course by part-time study should entitle a student to support for either part-time or full-time study for the second half of the course, and that for postgraduate students on the same principle satisfactory completion of a specified period of full-time study should establish a claim for financial support to finish the course, either on a full-time or part-time basis.

The response to the questionnaire has been encouraging. Over half of the 995 questionnaires sent out were returned, and the great majority of these have been analysed with the help of the computer science department: a small number were too incomplete to be used.

The CUP will therefore publish a scholar's edition in hardback, with introduction, text, textual apparatus, and the glossary and other notes which the student (especially the foreign student) now needs. This will also be made available in paperback. Heinemann will use the text in their Phoenix edition—a plain text in hardback for the ordinary reader. It is hoped that Penguin, the pioneers in paperbacking Lawrence, will use the text in their edition for the widest possible range of all. In this way the fruits of scholarship will be made widely available. The greatest English novelist and prose-writer of the century will at last be read in an accurate text, made available at all levels of the market.

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duplicate set of plates to England. These in England, so there are variations between the United States and English texts. More important, at the last moment the Heinemann story was too "strong" in language, and asked Lawrence to rewordize himself. He did.

When all that is known and disentangled, a text can be reconstructed. Thousands of variants have some of these who regard them to our surprise—are interesting and substantial. We had expected this with the later, major texts, but not with the very first novel.

Lawrence died in 1930. Works published in his lifetime—or rather, the current corrupt texts of them—could have fallen into the public domain in 1980. Some works were posthumously published until 50 years after first publication.

Any edition of a copyright, a new copyright. "Shakespeare" in a general sense is in the public domain, but the Cambridge Shakespeare on which John Dover Wilson and the CUP many thousands of pounds of investment, is a Cambridge copyright, and can be used or reproduced only with permission. The Cambridge Lawrence represents an interesting departure from the normal run of scholarly editions in that it is indissolubly linked with the copyrights of the main works themselves.

This is implicit in what is said above: first, the posthumous works are still in copyright; second, a great deal of hitherto unpublished work is now to be published; third, it is claimed that the form now established these works are being published for the first time, and that the copyright is necessary to have the current and collaboration of the editor; and this was readily given by the beneficiaries and the literary executor for Frieda Lawrence.

It is intended that this major editorial venture and this first publication of Lawrence should remain confined to an expensive text prepared for scholars. It is even thought that the corrupt old texts should drop from sight and not have to be used by readers who want something better. Lawrence's original publishers, Heinemann and Viking Press, have from the first been the whole venture largely and enthusiastically supported, and the text will be incorporated in their more popular editions shortly after first publication.

The CUP will therefore publish a scholar's edition in hardback, with introduction, text, textual apparatus, and the glossary and other notes which the student (especially the foreign student) now needs. This will also be made available in paperback. Heinemann will use the text in their Phoenix edition—a plain text in hardback for the ordinary reader. It is hoped that Penguin, the pioneers in paperbacking Lawrence, will use the text in their edition for the widest possible range of all. In this way the fruits of scholarship will be made widely available. The greatest English novelist and prose-writer of the century will at last be read in an accurate text, made available at all levels of the market.

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For many years now the college has been pressing for a satisfactory system of support for part-time mature students. There have been signs recently, notably in "Higher Education into the 1990's", that the idea of university education for mature students is receiving more attention and that questions are now being asked as to the best means of encouraging such students in what is generally regarded as a relatively cheap system of education. In order to contribute to this discussion and to present an informed case for support the college has conducted a questionnaire on the actual cost to students of part-time study.

This questionnaire was sent out at the beginning of the Summer Term 1978 to those part-time students who pay their fees in termly instalments. It therefore excluded those whose fees are paid direct by their local education authority or employer but not those who reclaim them. Students were asked to state the weekly travel costs incurred by attendance at Birkbeck and their method of travel; the weekly cost of eating out arising from evening attendance; the annual cost of these average concealed wide variations, and in some respects give a misleading picture of the actual costs involved. The highest travel cost quoted was £22.20 a week and more than 12 per cent claimed costs of over £4.

On the other hand nearly 16 per cent claimed to have no travel costs at all. Some of this percentage is accounted for by students who are able to make use of the season tickets they use for travel to work, but about half is made up of those who work near the college and in some cases have deliberately restricted themselves in their choice of employment to do so. This is a direct cost which is not reflected in the average.

In the case of meals, the average would be very much higher if it were not for the large percentage who spend nothing (nearly 21 per cent) or very little (22 per cent under £1 a week) on food when attending college. Since the majority of first degree students attend lectures until 9 pm at least three nights a week after a normal day's work this is an economy which must cause discomfort and possibly even damage to health. These two average costs, then, are perhaps not realistically low but if we take them over a 30-week session the average student is paying £66.60 for travel and £48 for meals during the academic year.

Apart from travel and food the other expense which is incurred by all students is that of books. Here the questionnaire shows the average annual expenditure to be £45.85. This average conceals a wide variation not only among individual students, some paying under £20 a year and some over £100, but also among courses and departments:

The questionnaire shows that almost 87 per cent receive no help with these costs. Slightly more than 12 per cent receive assistance from their employers, less than 1 per cent from their local authority (that is as a resident rather than an employee). The most usual form of assistance (excluding help with fees about

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Birkbeck College is a School of the University of London which specializes in providing degree-level teaching and research facilities in the evening for students who earn their living during the day. All courses are designed so that they can be followed throughout by part-time study. At least half of the four-year first-degree courses, including the first year, must be completed by part-time study, but students are encouraged to study full-time during the latter part of their course, especially the

final year, where possible. Part-time research and advanced course students are also encouraged to take periods of full-time study during their courses and all research degrees and many advanced courses may be completed entirely on a full-time basis. In 1977/78 there were 2,348 students registered for degrees of whom only 297 (78 first-degree, 80 advanced and 139 research students) were full time. KATHERINE WRBB reports on a survey into how much it costs them to study.

The high personal investment in part-time personal study

On the whole the distribution among courses (first degree, advanced course and research students) and departments within the sample corresponds closely to the distribution within the college, the main exception being that the response from research students was comparatively poor, probably because the questions asked were more obviously relevant to students attending lectures on a regular basis. It seems reasonable to assume therefore that the results of the questionnaire, which are given below, are representative of the college as a whole.

On average the Birkbeck student pays £2.02 a week for the extra travel involved in attending college and £1.60 a week for the expenses of eating out involved in attending evening lectures and evening classes. These average concealed wide variations, and in some respects give a misleading picture of the actual costs involved. The highest travel cost quoted was £22.20 a week and more than 12 per cent claimed costs of over £4.

On the other hand nearly 16 per cent claimed to have no travel costs at all. Some of this percentage is accounted for by students who are able to make use of the season tickets they use for travel to work, but about half is made up of those who work near the college and in some cases have deliberately restricted themselves in their choice of employment to do so. This is a direct cost which is not reflected in the average.

In the case of meals, the average would be very much higher if it were not for the large percentage who spend nothing (nearly 21 per cent) or very little (22 per cent under £1 a week) on food when attending college. Since the majority of first degree students attend lectures until 9 pm at least three nights a week after a normal day's work this is an economy which must cause discomfort and possibly even damage to health. These two average costs, then, are perhaps not realistically low but if we take them over a 30-week session the average student is paying £66.60 for travel and £48 for meals during the academic year.

Apart from travel and food the other expense which is incurred by all students is that of books. Here the questionnaire shows the average annual expenditure to be £45.85. This average conceals a wide variation not only among individual students, some paying under £20 a year and some over £100, but also among courses and departments:

The questionnaire shows that almost 87 per cent receive no help with these costs. Slightly more than 12 per cent receive assistance from their employers, less than 1 per cent from their local authority (that is as a resident rather than an employee). The most usual form of assistance (excluding help with fees about

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which no information was sought) was help with travel expenses followed by help with books. Assistance was sometimes in the form of a percentage, ranging from 10 per cent to 100 per cent, of these costs, and sometimes in the form of a fixed contribution.

In answer to the question on the form of support preferred about 54 per cent were in favour of support for a period of full-time study while about 40 per cent preferred support for part-time study. (The remaining 6 per cent were divided between those who thought both forms of support equally important and those (just over 1 per cent) who asked for no help at all.) The replies to this question showed a variation from the overall result within the different categories of students.

Thus among undergraduate students there was a larger majority (66 per cent) in favour of support for full-time study, while among postgraduate students there was a larger majority (51 per cent) in favour of support for part-time study, this difference being most marked among advanced course students where 66 per cent showed this preference.

Slightly less than half (around 43 per cent) thought that there would be nothing to prevent them accepting a state award for full-time study if they were offered one. Of those who thought there would be difficulties about 23 per cent of the total, the financial commitments as the major obstacle and a third of these mentioned mortgage commitments in particular, while 29 per cent regarded employment problems—the difficulty of obtaining unpaid leave, fear of unemployment if the present post was resigned, possible loss of seniority or prospects—as the major obstacle. Of the remaining 5 per cent half of first family commitments to prevent them and half had no wish for full-time study.

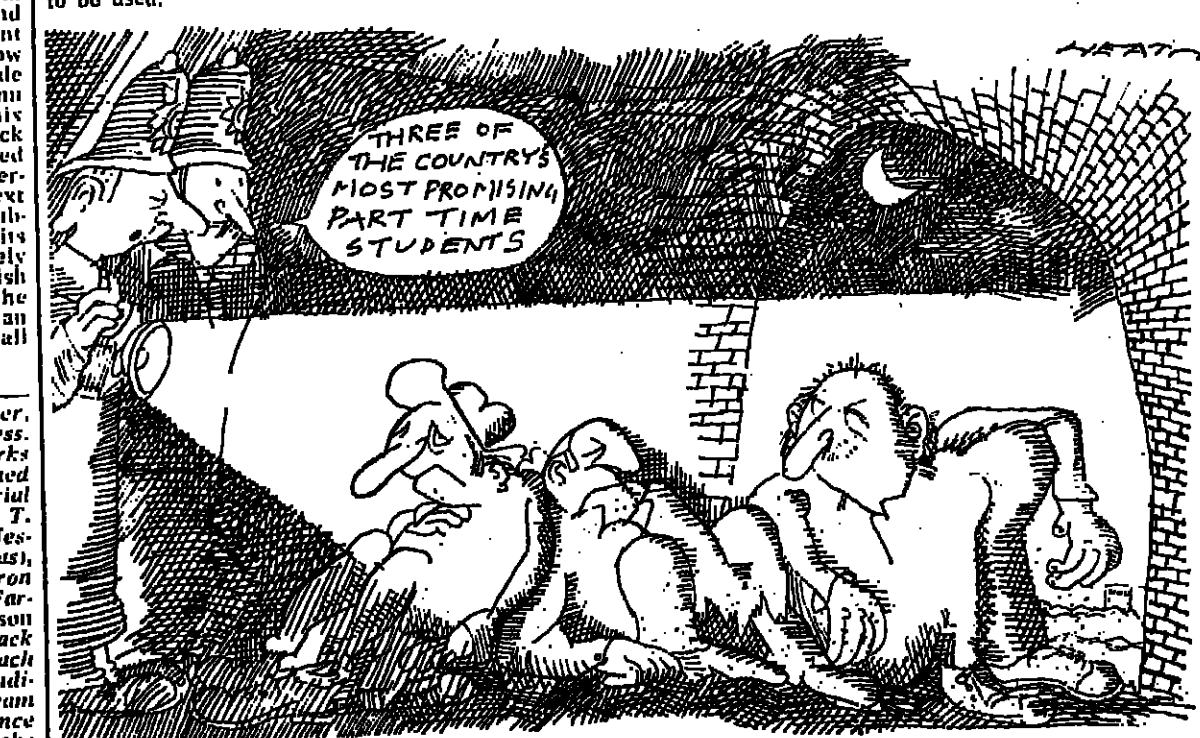
No attempt has been made to analyse by computer the response to the request for other information and opinions, but the following points were noted. Students tend to stress the need for help with the expense which they found highest. Thus help with travel, books and field course expenses were all frequently mentioned.

The high cost of thesis preparation and of photocopying was also frequently mentioned. There was a large body of support for the idea of mandatory assistance after the satisfactory completion of half the course which was mentioned in the letters accompanying the questionnaire, and of the spontaneous suggestions not prompted by the questionnaire itself one of the most interesting was that the expenses of part-time study should be eligible for tax relief.

More support from employers, particularly in the form of leave of absence for periods of full-time study was urged and the problem of keeping up mortgage payments while on a grant, which was cited as one of the reasons for refusing an award for full-time study, was mentioned frequently.

Students also mentioned the high cost, not measurable in financial terms, of the sacrifice of social and family life. Such sacrifices are perhaps an unavoidable concomitant of part-time study and the students are willing to make them. They are becoming less willing, however, and indeed less able, to bear the additional and increasing financial burden involved. More than 50 per cent of the respondents to the "Higher Education into the 1990's" suggested the creation of "more systematic opportunities for recurrent education" for mature students. A first step towards this should be the removal of the financial disincentives to part-time study.

The author is a member of the registrar's staff, Birkbeck College.



BOOKS

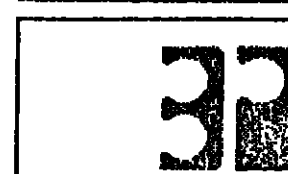
Medieval scribes

...a good historian for more. But the Templars became, and have remained, the site of a potent myth and an enormous literature, of which we hear nothing. This is one subject on which the traditional English aversion to the discussion of historiography should have been overcome. It is some 70 years, after all, since classic scholarship examination concluded, with finalisation, that the charges against the Templars were unfounded. The point bears repeating, but Dr Barber owed it to himself to tell us why.

Robert Moore

39 Store Street, London WC1

Polytechnics continued

BRIGHTON POLYTECHNIC
DEPARTMENT OF
BUSINESS STUDIES
RESEARCH ASSOCIATES
(TWO POSTS)

To study the activities and power of workplace representatives in the Railways. The project is financed by the Social Science Research Council, and seeks to develop further a methodology for the comparative study of union power in the public sector. The project is a study of the activities and power of workplace representatives in the Railways. The project is financed by the Social Science Research Council, and seeks to develop further a methodology for the comparative study of union power in the public sector. The project is a study of the activities and power of workplace representatives in the Railways. The project is financed by the Social Science Research Council, and seeks to develop further a methodology for the comparative study of union power in the public sector.

LONDON, S.E.18
MANCHESTER POLYTECHNIC
SCHOOL OF MOVEMENT
RESEARCH ASSOCIATES
Applications are invited for two research associates to study the activities and power of workplace representatives in the Railways. The project is financed by the Social Science Research Council, and seeks to develop further a methodology for the comparative study of union power in the public sector. The project is a study of the activities and power of workplace representatives in the Railways. The project is financed by the Social Science Research Council, and seeks to develop further a methodology for the comparative study of union power in the public sector.

MANCHESTER
THE POLYTECHNIC
FACULTY OF MANAGEMENT
AND BUSINESS
LECTURERS
Applications are invited for two research associates to study the activities and power of workplace representatives in the Railways. The project is financed by the Social Science Research Council, and seeks to develop further a methodology for the comparative study of union power in the public sector. The project is a study of the activities and power of workplace representatives in the Railways. The project is financed by the Social Science Research Council, and seeks to develop further a methodology for the comparative study of union power in the public sector.

Administration

THE LEVERHULME TRUST FUND
GENERAL ADMINISTRATIVE
ASSISTANT

The Leverhulme Trust was founded in 1925 and applies its income, currently about £2 million a year, to the provision of grants, fellowships and scholarships for research and education. Applications are invited for the post of General Administrative Assistant to provide routine assistance for the Director and the Financial Secretary, to prepare statistical and other information for Trust publications and to deputise for other members of the management staff as necessary. The appointment, which will be for a limited period of three years, is expected to provide valuable experience to a young graduate contemplating a career in university or similar administration. The initial salary will be £4,350. Applications should be submitted in writing not later than 15th December, 1978, to Dr. R. C. Treas, Director, The Leverhulme Trust Fund, 15-19 New Fetter Lane, London EC4A 1NR.

Administration

Chief Education Officer
NEW APPOINTMENT

Applications are invited for the new post of Chief Education Officer at TRADA. The successful applicant will be responsible for the dissemination of technical information on timber construction to the user, and in particular, via Universities, Polytechnics and Technical Colleges. The appointment is a challenging one which offers scope for innovative techniques and the opportunity for considerable initiative. As the post relates to the Construction Industry, it is desirable that applicants have graduate or equivalent qualifications in Architecture or Structural Engineering, with a thorough knowledge of building technology and considerable experience in higher education.

This is a Senior Appointment with an initial salary of £7,000 p.a. is envisaged. For application form and further information contact: Mr K. Thomas, Deputy Director, Construction & Engineering, TRADA, Stocking Lane, Hughenden Valley, High Wycombe, Buckinghamshire, Telephone number 0240 24 (Naphill) 3091.

Director of Studies

Applications are invited for the post of Director of Studies at this Recognized English Language School, to start January, 1979. Candidates should have RSA Cert. TEFL, PGCE in TEFL, or equivalent, and experience in the private sector. Proven administrative and organizational ability essential. Good salary and prospects. Please write, giving full c.v., to Ms. H. Res-Parnell, Regent School, 19-23 Oxford Street, London, W1.

Research Posts

OVERSEAS
DEVELOPMENT
INSTITUTE

ODI wishes to make an appointment to its research staff in the area of International Trade. Candidates must have a good knowledge of the world economy, an interest in development policy, and preferably several years' relevant research or practical experience in international trade and industry. ODI research is undertaken in the context of the subject of publication and influencing policy. All research officers participate in the Institute's cooperative work including ODI Review and the production of briefing papers, as well as pursuing their individual research projects. ODI salaries are aligned with the University of London allowance and where appropriate, membership of USS, which is dependent on qualifications and experience. Applications with full curriculum vitae and three references to Administrative Director, Overseas Development Institute, 10-11 Peter Street, London W1P 0LB, by 2nd January, 1979.

North London

RESEARCH ASSISTANT IN ADMINISTRATION
Applications are invited for a research assistant in administration. The successful candidate will be responsible for the dissemination of technical information on timber construction to the user, and in particular, via Universities, Polytechnics and Technical Colleges. The appointment is a challenging one which offers scope for innovative techniques and the opportunity for considerable initiative. As the post relates to the Construction Industry, it is desirable that applicants have graduate or equivalent qualifications in Architecture or Structural Engineering, with a thorough knowledge of building technology and considerable experience in higher education.

Announcements

FILM, POLITICAL AND PROPAGANDA, 1918-45
A book by Dr. R. C. Treas, Director, The Leverhulme Trust Fund, 15-19 New Fetter Lane, London EC4A 1NR.

Colleges of Education

NORTH YORKSHIRE COUNTY COUNCIL
SCARBOROUGH
NORTH RIDING COLLEGE OF EDUCATION
DIRECTOR OF PROFESSIONAL STUDIES

Applications are invited from suitably qualified and experienced persons for this senior post in a College which is principally concerned with teacher education. The position offers an exceptional opportunity to provide leadership within an honours degree course which aims to be intellectually rigorous yet at the same time professionally relevant. It is anticipated that applicants will be experienced in the related areas of Education, Curriculum Studies, and Professional Skills. The person appointed will be expected to make a major contribution to the senior management of the College.

Salary will be within the range H.O.D. Grade IV (£7,941-£8,901), according to experience. Further particulars and application forms available from The Principal (Appointments), North Riding College of Education, Flay Road, Scarborough YO11 3AZ. Closing date for receipt of applications Friday, December 8, 1978.

Colleges of Higher Education

Hull College of
Higher Education

Applications are invited from well qualified candidates with relevant business and management experience for the post of HEAD OF SCHOOL OF BUSINESS AND MANAGEMENT Grade V.

The School is responsible for a wide range of business and management courses, exclusively at Advanced Level, and including the following: Diploma in Management Studies, B.A. (Sandwich) in Business Studies, B.A. (Part Time) in Business Studies. Candidates who applied in response to the earlier advertisement in October 1978, will automatically be considered.

Applications, forms and further details may be obtained from the address below, to which completed forms should be returned by December 4th, 1978.

The Personal Section, Hull College of Higher Education, Collingwood Road, Hull Tel: (0482) 41481.

HAMPSHIRE
SOUTHAMPTON COLLEGE
OF HIGHER EDUCATION

Department of Mathematics and Computing
SENIOR LECTURER IN STATISTICS OR OPERATIONAL RESEARCH
Required to lecture to degree level and lead a small research group as soon as possible. Application forms and further details from the Principal, Southampton College of Higher Education, East Park Terrace, Southampton SO9 1PQ. Salary scale £4,400-£6,500 p.a. (plus pension). Closing date for applications 14th December 1978. For further information ring John Price on 01-577 7107 or write 106 Piccadilly, London, W1.

LIBRARIAN
Experienced Librarian (preferably qualified) required to take responsibility of running small research library in English Language School and E.T.C. (English Teacher Centre). Salary £4,400-£6,500 p.a. (plus pension). For further information ring John Price on 01-577 7107 or write 106 Piccadilly, London, W1.

POSTAL LOANS UNSECURED
£50 to £1,000
RICHMOND INVESTMENTS
4 The Green, Richmond, Surrey. 01-814 5838/2929. Ext. 1931

INTERNATIONAL HOUSE
Applicants who are not eligible for the above should contact us for further information. White House, 106 Piccadilly, London, W1.

NOTTINGHAM
ST. JOHN'S COLLEGE
The College is seeking applications for two teaching posts, to be taken in 1979, to be agreed: 1. LECTURER IN CHRISTIAN DEVIATION in the Department of Theology. 2. LECTURER IN NEW TESTAMENT. Further details are available from the Rev. John Gifford, Director of Academic Studies, St. John's College, Nottingham NG5 3BS.

REMINDER

COPY FOR CLASSIFIED ADVERTISEMENTS IN THE T.H.E.S. SHOULD ARRIVE NOT LATER THAN 10.30 a.m. MONDAY PRECEDING THE DATE OF PUBLICATION

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd. Copies of which are available on request.

Colleges and Institutes of Technology

DUNDEE COLLEGE OF TECHNOLOGY
LECTURESHIP IN ELECTRONICS

Candidates should possess a good Honours Degree in Electrical and/or Electronic Engineering together with some industrial and/or research experience in micro-techniques, preferably in the application of micro-processors or control engineering. The person appointed will be expected to teach up to Honours Degree level and to engage in research. The salary will be £7,988, with initial placing dependent on previous experience. Financial assistance for the cost of removal expenses may be payable. Particulars and application forms may be obtained from the Administrative Assistant (Establishment), Dundee College of Technology, Bell Street, Dundee DD1 1JH. Closing date for applications should be lodged by 1.1.1979.

Colleges of Further Education

PUBLICITY AND
INFORMATION OFFICER

Applications are invited from candidates possessing a degree or equivalent qualification, having a background of working in higher education, experience in Public Relations and dealing with the Media. The duties will mainly be to promote the interests of the College in publicising its work and providing an information service to the public, to provide an information and communication service to staff, Governing Body, the Council and outside agencies.

The salary for this post will be in accordance with the NUC Conditions of Service, Scale S02: £5,162.54 plus the supplement of £312 p.a. Application forms and further particulars are available from Staffing Officer, Bradford College, Great Horton Road, Bradford BD7 1AY. Completed forms should be returned so as to reach him not later than Friday, 1 December, 1978.

Bradford College

Staffordshire Education

Principal
Applications are invited from suitably qualified men and women with significant experience in Further Education for this important post which will become vacant following the retirement of the present holder. The successful candidate will be expected to take over the appointment from September, 1979. Particulars and further details are available from Mr. A. Riley, B.A. (Hons.), Chief Education Officer, Staffordshire Education Office, 100 Victoria Street, Stafford ST16 2LP, to be returned by 14 days of the appearance of this advertisement.

Vacancies

BUSINESS
EDUCATION
COUNCIL

Appointments of
PART-TIME MODERATORS
Persons are invited from those with suitable experience in business and of non-degreed business studies for appointment from September, 1979. The Business Education Council (BEC) is a national and BEC Higher National Certificate and diploma courses.

MODERATORS WILL
be closely with a small group of colleges (involving regular visits). The Institute of Chemical Engineers (I.C.E.) is responsible to BEC for the maintaining of the standard of assessment of Council's awards. Particulars and application forms from: Business Education Council (Moderator) 78 Portland Road, London W1N 4AA, for return by December 15, 1978.

Police College,
Bramshill, Hants
TUTORS

interesting posts in
Academic or
Management
Studies

(£4645-£6955)
Home Office

Academic Studies (2 posts)

covering a wide range of social studies (including Government Studies, Psychology, Economics, Criminology and International Affairs) organized on particular themes against a wider study of police affairs. One post is concerned with the teaching of social administration and social policy, with particular reference to the problems of youth and juvenile delinquency and its treatment. Candidates must be qualified to teach social administration and social policy and preferably have a special interest in the problems of youth. The second post is concerned with jurisprudence, and the successful candidate will teach or direct studies in areas where the law, ethics and social and political ideas intersect. Candidates must have a qualification in jurisprudence and preferably have a special interest in criminology. Candidates for both posts must have a degree with 1st or 2nd class honours, or an equivalent qualification in a relevant subject. Qualification in, or knowledge of, criminology highly desirable.

Management Studies

This post is concerned with resource allocation and control. The successful candidate, as a member of a teaching/consultancy/research team, will liaise with directing staff in the planning and implementation of courses; take part in lectures, projects, exercises, seminars and tutorial work; liaise with professional management bodies and institutions at national level in this field of work. Candidates should normally have a postgraduate level qualification in a management subject preferably with a first degree, or equivalent qualification, in economics or statistics. Relevant experience desirable. Starting salary will be within the quoted range according to qualifications and experience. Non-contributory pension scheme. Promotion prospects.

MEN AND WOMEN may apply.
For full details and an application form (to be returned by December 7, 1978) write to Civil Service Commission, Almonck Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 6551 (answering service operates outside office hours). Please quote G/976/4.

Lecturers in
Electronics
£5,000 +
Permanent or fixed term appointments

At their college of advanced engineering in Both, IAL, world leaders in aviation and communication services, provide a wide variety of courses covering such subjects as Air Traffic Control, Radio Navigation Aids, and Communication Systems as well as basic courses covering Electronics, Physics, Mathematics and Meteorology. The College caters for students from both the U.K. and overseas, as the provision of technical training is an integral part of the Company's overseas contracts.

In order to strengthen the academic level of teaching staff, additional Lecturers are now to be appointed to be responsible to the Head of Studies for lecturing in electronics up to full Technical City & Guilds level or above, plus some additional lecturing on specific equipment.

The appointment calls ideally for a degree but HNC plus relevant equipment experience would be considered in lieu, a teaching certificate and at least five years' experience in the electronics or telecommunications industry. A strong interest in working with students, especially those from overseas, is essential.

Write or telephone for an application form quoting Ref 816 to The Recruitment Officer, IAL, Asradio House, Hayes Road, Southall, Middlesex. Tel: 01-574 5134.

IAL

Aviation and Communications
Systems and Services—worldwide

LONDON

Wanted: faculty for Advanced Studies in Aviation and Communications. In track course on BRITAIN and E.E.C. To teach course on AIRCRAFT and related subjects. Must be able to teach on technical subjects. 1-2.5 hrs. 16, four hours per week minimum. Salary negotiable.

LONDON, S.E.21

THE DULWICH PICTURE GALLERY
A new post of DIRECTOR of the Dulwich Picture Gallery. The successful candidate will be responsible for the gallery's collection of British and foreign paintings, and will be expected to increase public awareness and use of the Gallery. The post is a full-time position, with a salary of £7,000 p.a. plus pension. Applications should be submitted to the Director of the Gallery, Dulwich Picture Gallery, Dulwich, London S.E.21. Closing date: 15th December, 1978.

LONDON, W.C.1

THADY UPON EDUCATION
The TUC Training College requires an ASSISTANT to assist the Director in the management of the college. The successful candidate will be responsible for the college's operations, and will be expected to increase public awareness and use of the college. The post is a full-time position, with a salary of £7,000 p.a. plus pension. Applications should be submitted to the Director of the College, Thady Upon Education, Thady Upon, London W.C.1. Closing date: 15th December, 1978.

LONDON, W.C.2

THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE
CATERING MANAGER
A Catering Manager is required to take charge of the school's catering services. The successful candidate will be responsible for the school's catering operations, and will be expected to increase public awareness and use of the school. The post is a full-time position, with a salary of £7,000 p.a. plus pension. Applications should be submitted to the Director of the School, The London School of Economics and Political Science, London W.C.2. Closing date: 15th December, 1978.

LONDON, W.C.2

ASSISTANT TO THE DIRECTOR
The Director of the London School of Economics and Political Science requires an Assistant to assist in the management of the school. The successful candidate will be responsible for the school's operations, and will be expected to increase public awareness and use of the school. The post is a full-time position, with a salary of £7,000 p.a. plus pension. Applications should be submitted to the Director of the School, The London School of Economics and Political Science, London W.C.2. Closing date: 15th December, 1978.

LONDON, W.C.2

ISC ECONOMICS
The Institute of Statistical Studies requires an Assistant to assist in the management of the institute. The successful candidate will be responsible for the institute's operations, and will be expected to increase public awareness and use of the institute. The post is a full-time position, with a salary of £7,000 p.a. plus pension. Applications should be submitted to the Director of the Institute, The Institute of Statistical Studies, London W.C.2. Closing date: 15th December, 1978.

UNIVERSITY OF SOKOTO

(Office of the Registrar)

ACADEMIC VACANCIES

Applications are invited from suitably qualified candidates for the following posts in the Department of Geography in the University of Sokoto:

Post and Qualifications Required
No. of Vacancies: 1
Grade Level: 16

Candidates must be distinguished scholars and must have considerable teaching experience at University level together with a proven record of personal research and research supervision and must also have some administrative experience. Candidates must have academic interests in Africa or the tropical world. The successful candidate will be expected to organize and direct research and to provide academic leadership.

Senior Lecturer/Lecturer
Grade Level 15, 14, 13
Preference will be given to candidates who have specialized in Physical Geography and are qualified to teach geomorphology or climatology. Candidates for Senior Lecturer must possess a higher degree preferably a Ph.D. and must have at least five years' experience of teaching and research at University level. Candidates for Lecturer must possess a higher degree, preferably a Ph.D., and must have at least three years' experience of teaching and research at University level.

SALARIES
Of 16 N11,264 x N176-N12,436 p.a.
Of 15 N7,734 x N10,944 p.a.
Of 14 N6,444 x N10,944 p.a.
Of 13 N5,400 x N10,944 p.a.
(All equals approx. \$800 p.a.)

CONDITIONS OF SERVICE
Appointments which are to commence as soon as possible may be permanent or for contract renewable bi-annually. Permanent appointments are for two years in the first instance subject to a review thereafter. Fringe benefits include pension scheme (for permanent appointments), car, house, medical, and other allowances in lieu (where applicable), passages for family (self, wife and up to five children) in appointment, approved leave (overseas leave bi-annually for opportunities).

METHOD OF APPLICATION
Candidates are to submit 6 typewritten copies of applications, a recent passport-sized photograph, and curriculum vitae drawn strictly along the lines set below.

(i) Full Name
(ii) Date of birth
(iii) Title and place of birth
(iv) Nationality
(v) Passport Number (where and when issued)
(vi) Current postal address including telegraphic address, where possible
(vii) Permanent home address
(viii) Marital status
(ix) Number, ages and ages of children
(x) Academic/professional qualifications with dates
(xi) Working experience (giving posts held and durations)
(xii) Present employment, status and salary
(xiii) Details of Publications and Research (copies to be supplied if available)
(xiv) Names and addresses of three referees, one of whom must be in a position to supply academic and/or professional references. Candidates are strongly advised to request their referees to forward reports on their behalf direct and under confidential cover to the Registrar to reach him early enough in order to help expedite the processing of their applications.

Notes: Applicants working in any Nigerian University, wishing to be considered for appointment must obtain a letter of clearance from their current employers.
Applications and referees' reports should be forwarded to The Registrar, University of Sokoto, P.M.B. 8346, SOKOTO, Nigeria, to reach him not later than 30th November, 1978. (Only applications of candidates who are shortlisted or may be invited for interview will be acknowledged.)

U.S.R./FD/S/K/11/126
12th October, 1978.

O. O. Ayin (Sfr.)
for Registrar

KELVIN GROVE COLLEGE
OF ADVANCED EDUCATION
BRISBANE, AUSTRALIA

The Kelvin Grove College of Advanced Education is an attention-grabbing institution which has been developed with the education of teachers, but since 1975 has been developing a multidisciplinary role. Student enrolment is approximately 2,000, with a wide range of in-service courses for teachers also being offered, including a four-year degree programme. The College is a vibrant setting which overlooks the city from a position two kilometres from its business centre. Applications are invited for the positions of:

LECTURER/SENIOR LECTURER—THEATRE

(To Co-ordinate the Associate Diploma in the Performing Arts
(Theatre) Course)
Ref. No. 78/A/24

The candidate must have wide experience in theatrical production, a proven record of administrative experience, and evidence of working within the framework of a tertiary institution. The duties include co-ordinating the associate diploma course with existing programmes at the College for mutual sharing of facilities and personnel, initiating and directing production utilising the College facilities, creating staff, guest artists and students.

The ADPA Theatre course is a vocational course intended to give opportunity for students to train in acting, directing and technical theatre. The course duration is two years for full-time and four years for part-time students.

LECTURER IN SCHOOL LIBRARIANSHIP

(Re-advertised) Ref. 78/A/12

The Department of School Librarianship, within the Education Studies Division, conducts Graduate Diploma in Teacher-Librarianship courses for experienced teachers, and also contributes to Pre-Service Teacher Education courses.

To be responsible for:
- conducting full-time and part-time (evening) students, and developing the areas of selection and use of curriculum materials, reference services and materials in schools and practice administration of school resource services;
- developing new areas of study in the field of school librarianship;
- conducting pre-service teacher-training sessions in 'Skills in Learning'.

Qualifications:
Applicants should have suitable academic qualifications and successful experience in both teaching and school librarianship. Experience in library education would be an advantage.
The contract will be initially for two years with the possibility of extensions and/or permanency of appointment.
Two applicants will be selected to take up duties in January, 1979.
Salary and Conditions of Service:

Lecturer III \$13,083-\$14,987 per annum
Lecturer II \$11,745-\$13,537 per annum
Senior Lecturer III \$13,365-\$15,810 per annum
Senior Lecturer I \$22,389-\$23,537 per annum

Conditions of service are comparable to those of universities and colleges of advanced education throughout Australia. Applicants must be at a level appropriate to the experience and qualifications of the applicant.

Closing Date:
31 days from the appearance of this advertisement.
Applications, forms and additional information available from the Registrar, Kelvin Grove College of Advanced Education, Victoria Park Road, Kelvin Grove, Queensland, 4059. Telephone (Brisbane) 358 3311.
Nigel C. Cooper, Registrar.

The British Council
Teacher Training, Nigeria
Applications are invited for the post of:
**LECTURER/
SENIOR LECTURER**
in Mathematics Education,
University of Ife, Oyo State

The Faculty of Education of the University is responsible for a wide range of courses in education at all levels of teacher training and retraining, including a three-year BA/BSc degree in education; a one-year Associateship course for experienced serving primary teachers; a post-graduate diploma in education; and various other professional and vocational courses.

The holder of this post will have a major concern with the primary in-service work in mathematics, particularly the Associateship course, and will also be expected to take part in work with several colleges and primary Teachers' Centres. The job will include materials development for Associateship course, and will also be expected to take it might be possible to become involved in curriculum work in schools.

The successful candidate will have an appropriate first degree, probably in mathematics. A professional qualification and a higher degree will be advantages, but more important is at least five years' experience of primary mathematics curriculum development and materials development for teacher training and in-service training.

Appointment will be to the British Council on contract terms, initially for two years, with secondment to the University. Service may be on secondment from a candidate's present employer.

The salary scale is between about £6,400 and £7,490 and overseas allowances are between about £2,300 and £5,500, depending on family circumstances. Free furnished accommodation overseas, field passages for family and children's education allowances will be provided.

Selection will be by London interviews and board. Write or telephone, quoting reference N4, for further details and an application form to be returned by December 8, to Staff Recruitment Department, The British Council, 65 Davies Street, London W1V 2AA, telephone 01-499 8011, extension 3041.

FEDERATION OF AUSTRALIAN
UNIVERSITY STAFF ASSOCIATIONS

WARNING

University Vacancies in
Australia

This Federation represents university academic staff in Australia. It warns applicants of hazards associated with university academic appointments in Australia on a fixed-term basis.

The contract method, where appointments terminate after a specified period of time (usually three years) is used by several universities and is a highly controversial one, with tenure is available after a probationary period, subject only to a review based on performance.

We oppose the use of fixed-term appointments, except in isolated instances such as an extended decline in student numbers in a department, or where financial support for a position is available only for a limited period.

The short duration of fixed-term appointments prevents any extended research undertaking, destroys the continuity of teaching and inhibits the staff member's ability to perform at his best. Furthermore, in some cases, staff members have been misled and even exploited in such appointments.

We support free and open international competition for academic vacancies and are vitally concerned with the maintenance of excellence in Australia's universities. At the same time we are concerned that applicants should make themselves fully aware of the conditions of any appointment offered, particularly as these have not always been fully disclosed in advertisements or in papers sent to applicants.

For further information write to:
L. B. Wallis,
General Secretary,
Federation of Australian University Staff
Associations,
499 St. Kilda Road, Melbourne, Victoria, 3004,
Australia.

QUEENSLAND INSTITUTE
OF TECHNOLOGY

BRISBANE — AUSTRALIA

SENIOR LECTURER
IN PHYSIOLOGY

Applications are invited from medical or science graduates holding suitable higher qualifications. The appointee will be expected to teach physiology in the undergraduate and postgraduate level and to develop the research and investigative activities of the physiology area of the Department of Medical Technology.

Salary: Senior Lecturer I \$22,288 to \$23,737 II \$20,365 to \$21,810. Appointments will be made in accordance with qualifications and experience.

Q.I.T. is a multi-disciplinary institution with an enrolment of approximately 1,000 students. Brisbane, the State capital of Queensland, has a population of around 1 million and enjoys a climate similar to that of southern Spain.

Further information may be obtained from the Personnel Officer, Q.I.T., P.O. Box 2454, Brisbane Q. 4001.
Applications seeking reference No. V.152/78, full details, telephone number together with recent photograph should reach the Personnel Officer by December 18, 1978.

SOUTH AUSTRALIAN
INSTITUTE OF TECHNOLOGY

Applications are invited for the position of:

HEAD OF MARKETING

In the

SCHOOL OF BUSINESS ADMINISTRATION

The successful applicant will provide academic leadership in Marketing and contribute to the management and development of the School as a whole. This is a tenure position, but a contract appointment is negotiable.

The School has a well established Bachelor of Business Administration and Associate Diploma in Business both of which offer Marketing as a major option. Marketing is represented in the Graduate Diploma programme and an extension of graduate studies in Marketing is proposed in the Master of Business Administration which is currently under consideration.

The School has developed a strong consulting service in marketing research. The successful applicant will be eligible for consideration for appointment as Professor/Associate Professor.

ANNUAL SALARY (Australian):
Within the following ranges according to qualifications and experience:

Level I \$24,828
Level II \$25,837
Level III \$26,846

Application forms and conditions of service may be obtained from the Staffing Officer, South Australian Institute of Technology, North Terrace, Adelaide, SA 5000, to whom applications, including the names and addresses of three referees, should be forwarded.

Overseas

Birzeit University

An independent Arab University in the Israeli-occupied West Bank, Jordan has the following openings for the academic year 79/80.

FACULTY OF ARTS: Education, English (Linguistics and Applied), History, Middle Eastern Studies, Psychology.
FACULTY OF COMMERCE AND ECONOMICS: Management, Marketing, Finance, Accounting and Economics.
FACULTY OF SCIENCE: Biology (Botany, Zoology, Anatomy and Mathematical Statistics), Physics (Experimental and Theoretical). English is the basic language of instruction and candidates should have a Ph.D. preference for a Ph.D. degree with experience. Starting annual salary for Ph.D. is \$8,100. Optional summer teaching salary. Fringe benefits include: Relocation allowance (15 per cent of salary). Transportation also provided. All applications should be addressed to: The Dean of the Faculty of Arts, Birzeit University, Birzeit, West Bank via Israel.

CLAREMONT TEACHERS COLLEGE

WESTERN AUSTRALIA

A COLLEGE OF ADVANCED EDUCATION

Applications are invited from suitably qualified persons to fill the following position which will be available in 1979.

ASSISTANT VICE-PRINCIPAL
ACADEMIC SERVICES

DUTIES:

Course Development. Initiation, preparation and review of college courses, preparation of related documentation. Academic Research. Assist in the development and provision of research facilities at both institutional and course levels.
Support Services. Co-ordination of services to teaching departments including library services, media services, reprographic, recruitment and public relations, admissions and enrolment procedures, off campus studies.
Salary \$28,842.

Conditions of Service:
Comparable with those in Australian Colleges of Advanced Education.

Applications:
Details of conditions of service, duties, relevant qualifications and application forms may be obtained from The Registrar, Claremont Teachers College, P.O. Box 224, Claremont, Western Australia 6010. Telephone 384 8900. The appointee will be expected to commence duties on January 1, 1979, or as soon as possible thereafter. Applications should reach the college by December 1978.

General Vacancies

Courses

LEICESTER

THE POLYTECHNIC

FACULTY OF ART AND DESIGN

SCHOOL OF FINE ART

LECTURER IN DESIGN

The Institute of the History of Art

Applications are invited from suitably qualified persons to fill the following position which will be available in 1979.

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Why 16-19
group need
grants now

It is that we get nothing yet from the Government reports which have called for the introduction of a statutory scheme of post-16 grants to replace the patchwork of local schemes currently in operation, the latest being the Parliamentary Expenditure Committee Report on Educational Maintenance Allowance published in 1974.

Furthermore, the discretionary system of support, administered and financed by local authorities, has shown itself to be incapable of responding to or matching the schemes offered to unemployed school leavers by the Manpower Services Commission which pay £19.50 a week.

Having accepted that the present system of support is beyond repair, the Government must also be convinced of the need to provide grants for all people who stay in education beyond 16 and not just those who are academically able or those who undertake certain courses. Youth unemployment is now a long-term problem and planning cannot simply take place on the basis of maximizing employment opportunities through the provision of education and training.

We know from past experience that it will be the authorities providing the least financial support who will opt out of much of the future of the discipline. The failure of the present support scheme continued by the 1974 Education Act shows that to be true.

The rate of take-up of Educational Maintenance Allowances has been low. The main reason, apart from the fact that their rate is rarely advertised, is means testing and regulations which often mean that even the poorest of families fail to use the scheme.

The Cabinet only needs to decide to take up the scheme.

The problems of the arbitrary designation of courses are already evident in the present mandatory grants system where teacher education courses carry an automatic grant and social work courses do not.

We also know that the scheme adopted which provides maintenance allowances for a minimum of two years to all students who remain in full-time education beyond the compulsory school leaving age.

This raises the question of how the Government should finance the scheme and the method of payment. There are two comparable systems in operation. The hursary system in

whether industrial or governmental, is an integrative process drawing upon a variety of functions and sciences—marketing, production, financial, technological, operations research, industrial relations, personnel, economics, planning, statistics, accounting, and many others. In management schools the functions that are reflected departmentally with increasing overlap from one to the other, with the scientific disciplines providing the linkages and techniques. One of the most essential of these techniques is that provided by the behavioural scientists.

In every function, particularly in industry—marketing, production, etc.—the most important single factor is the human one, the people who are involved in the work. They think, they feel, they have traditions, their individual foibles, their needs and inclinations—all these and other characteristics play a far greater part in the way that an organization has to be managed than the physical and technical factors which are so often emphasized by the behavioural scientists.

The "human factor methodology" is the responsibility of the behavioural scientists who can provide the vital ingredient the functional specialists require—and it is in that kind of association that they can make their best contribution rather than more isolated as a group on their own.

On a recent visit to the United States I was discussing this point with a professor at Stanford University business school who judges that organizational behaviour has little to play in management education as a mainstream subject, but that it has a great deal to contribute in association with a technical subject such as accounting, computer science, marketing or industrial relations.

It is perhaps ironic that the behavioural scientists' greatest contribution can be in the service of other functions and disciplines than their own. In a few of our management schools the way is being shown, but much needs to be done to develop the behavioural sciences as a management education can be revealed as an essential tool for the principal functions rather than as a goal or an end in themselves.

But if this seems to some to be over-critical of the work of the strictly behavioural scientists within the management education field where they have begun to make an indelibly influential

NUS

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The salary scale is between about £6,400 and £7,490 and overseas allowances are between about £2,300 and £5,500, depending on family circumstances. Free furnished accommodation overseas, field passages for family and children's education allowances will be provided.

Selection will be by London interviews and board. Write or telephone, quoting reference N4, for further details and an application form to be returned by December 8, to Staff Recruitment Department, The British Council, 65 Davies Street, London W1V 2AA, telephone 01-499 8011, extension 3041.

The Faculty of Education of the University is responsible for a wide range of courses in education at all levels of teacher training and retraining, including a three-year BA/BSc degree in education; a one-year Associateship course for experienced serving primary teachers; a post-graduate diploma in education; and various other professional and vocational courses.

The holder of this post will have a major concern with the primary in-service work in mathematics, particularly the Associateship course, and will also be expected to take part in work with several colleges and primary Teachers' Centres. The job will include materials development for Associateship course, and will also be expected to take it might be possible to become involved in curriculum work in schools.

The successful candidate will have an appropriate first degree, probably in mathematics. A professional qualification and a higher degree will be advantages, but more important is at least five years' experience of primary mathematics curriculum development and materials development for teacher training and in-service training.

Appointment will be to the British Council on contract terms, initially for two years, with secondment to the University. Service may be on secondment from a candidate's present employer.

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Scotland for 16-18 year olds and the mandatory award scheme for degree level students.

NUS doesn't favour the Scottish hursary system. We want a system where reimbursement by central government largely removes the financial burden from local government. It may well be that 100 per cent reimbursement would be appropriate, as the level of local contribution in this scheme will probably be far smaller than under the current mandatory system where 90 per cent reimbursement applies.

However, we believe that there should be a degree of financial involvement locally to reflect the local control of provision and to encourage local involvement in the development of further education.

As an absolute minimum, grants should be set at a rate which, when added to child benefit, provides not less than the appropriate supplementary benefit level. Ideally, they should be comparable to the allowances made to unemployed school leavers who take up the schemes provided by the Manpower Services Commission and the grants received by degree level students with appropriate adjustments for reduced expenditure on certain items.

Although we believe that in the long term these grants should not be means tested, the union is prepared initially to accept a test similar to that used for school meals. Moreover, NUS believes that the grant should be paid direct to the student.

What we are saying to the Cabinet is that it must act now. To wait another year will not only be costly for youngsters trying to gain skills are concerned but also for the whole country.

It is the view of NUS that £100 million spent on education for young people is an investment in the future whereas £100 spent on supplementary benefits for them is an investment in failure.

Trevor Phillips
The author is president of the National Union of Students.

impact and where their potential is enormous. An increasing number of industrial companies and public services have been inviting management educators into their organizations to provide training, personnel, training capacity but as catalyst or "change agents" to help in tackling problems which seem to have been hitherto insuperable and unsolvable.

There are many ways this has already

